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THE UNIVERSITY OF
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School of Library & Information Science

SLIS Connecting

People, Technology, Libraries, History & Learning



Volume 7 Issue 2 Fall/Winter 2018/19

SLIS Director's Report

Teresa S. Welsh, Ph.D., Professor and Director

Welcome, scholars,
to the fall/winter 2018/19 issue of *SLIS Connecting*!



Admin Team - Adrienne, me, and Karen

Big events this fall and winter were LAMP, Mississippi Library Association Annual Conference, ALA Mid-Winter, and ALA Accreditation on-site visit:

- **Library and Media Professionals (LAMP)** (www.lampworkshop.org), Sept 9-12, sites included Oxford Conference Center, Pearl Hinds Center, Hattiesburg Lake Terrace Conference Center, Long Beach Senior Activity Building, where free Captain Underpants books, crayons, and pencils were distributed to school librarians
- **Mississippi Library Association (MLA) Annual Conference** (www.misslib.org), Oct 16-19, Meridian Riley Center, activities included the SLIS Alumni Breakfast, SLIS Focus Group, numerous presentations by SLIS faculty, students, and alumni, and giveaways at the SLIS exhibit table
- **ALA Mid-Winter Conference** (2019.alamidwinter.org), Seattle, Jan 25-29, exhibit table was manned by Karen Rowell, Sarah Mangrum, numerous SLIS students, and alumni.

ALA re-accreditation occurs every seven years and for SLIS, it was scheduled for 2019. A Self-Report (available at "About" link at www.usm.edu/slis) was submitted Jan 14th followed by an on-site visit of the ALA Committee on Accreditation (COA) External Review Panel (ERP) Feb 24-26.

The ALA External Review Panel, while on campus:

- met with students online
- distributed an online student survey
- met with local students, alumni, employers, and Advisory Board members at a reception
- visited online classes, class course sites in Canvas, and recorded class session in Adobe Connect
- reviewed statistics related to admissions, retention, graduation rate, employment
- reviewed SLIS and University budgets, funding, library resources, physical space and equipment
- met with USM administrators:
 - President Dr. Rodney Bennett
 - Senior Assoc. Provost Dr. Douglas Masterson
 - Vice President Allyson Easterwood
 - College of Education and Human Sciences Dean Dr. Trent Gould
 - CoEHS Associate Dean Dr. Carol Connell
 - Graduate Dean Dr. Karen Coats
 - University Libraries Dean Dr. John Eye.

The ERP submitted a positive report to ALA including suggestions for SLIS future planning; the final step for ALA re-accreditation the vote of the ALA COA at the ALA Annual Conference in June.

Upcoming Events

- **Qualitative and Quantitative Methods in Libraries (QQML) 2019 International Conference**, European University Institute (EUI), Florence, Italy, May 28-June 1
- **American Library Association Annual Conference**, Washington, D.C., June 20-25
 - SLIS is co-sponsoring an **exhibit table** with Southern Miss University Libraries (Booth 651)
 - SLIS is hosting an **Alumni/Student Reception** at the Eldon Luxury Suites penthouse suite, 933 L. St. NW, one block from the conference center, on Sunday afternoon, June 23, 5-8pm.

Here's to a great, productive 2019-20 school year!

See the next few pages for a gallery of highlights from fall 2018 LAMP and MLA, as well as the 2019 ALA Mid-Winter Conference.



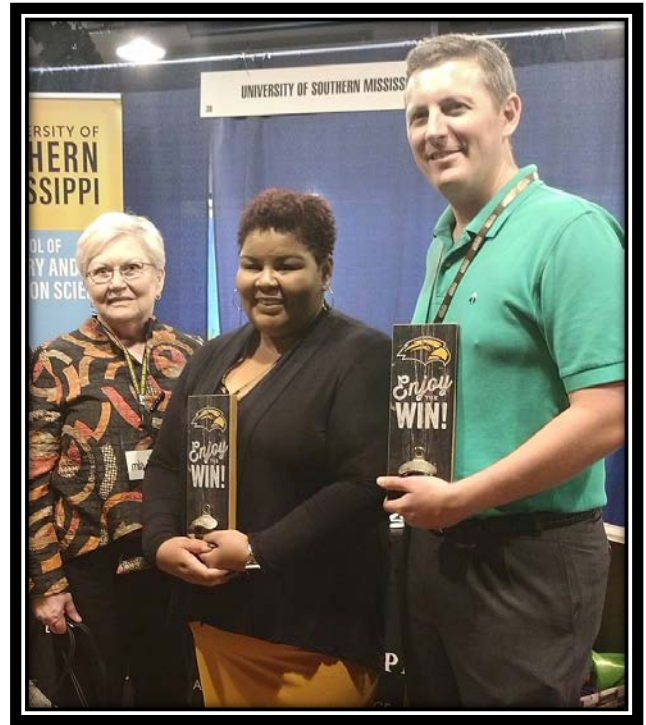
Library and Media Professionals (LAMP)
September 9-12, Oxford, Pearl, Hattiesburg, and Long Beach



Our best LAMP and SLIS recruiter, Alex Rowell



Mississippi Library Association Annual Conference
 SLIS Alumni Breakfast
 October 17, Meridian Riley Center



Mississippi Library Association Annual Conference
Meridian Riley Center



ALA Mid-Winter Conference, Seattle, January 25-29, 2019



Scenes from ALA Mid-Winter 2019 Conference, Seattle

Spotlight – Faculty



Ellen Hunter Ruffin, Curator of de Grummond Children's Literature Collection, is an adjunct instructor at the USM School of Library and Information Science who teaches LIS 417: Literature and Related Media for Children in summer and fall.

Ellen holds a B.A. in Speech Education and an MLIS from Southern Miss and she serves on the Mississippi Book Festival Board, Magnolia Book Award Committee, Kaigler Children's Book Festival Steering Committee, and Ezra Jack Keats Executive Committee. In 2016, she was presented the USM Excellence in Librarianship Award.

Ellen continues the tradition of Dr. Lena Y. de Grummond, who wrote numerous letters to prominent children's authors and illustrators requesting primary-source materials they might otherwise throw away such as sketches, galley proofs, and other materials related to the creation and publication of their works. Today, the de Grummond Children's Literature Collection is an internationally-known research center for children's literature. The Collection holds original manuscripts and illustrations of more than 1,300 authors and illustrators, as well as more than 180,000 books including the works of Kate Greenaway, H.A. and Margret Rey (the creators of *Curious George*), and Ezra Jack Keats who wrote and illustrated *The Snowy Day*, considered to be one of the most important American books of the 20th century.

Spotlight – Alum



Cynthia Sturgis-Landrum, Director of the Evansville Vanderburgh Public Library (EVPL), holds a B.A. degree in linguistics from Northwestern University, an MLIS from USM, and is a doctoral candidate in Managerial Leadership for the Information Professions at Simmons College.

She previously held management positions at libraries in Oak Park, IL, Pittsburgh, PA, and Glendale, AZ, and has served as ALA Councilor-At-Large and as president of the Arizona Library Association. She currently serves on the PLA Equity, Diversity and Social Justice Task Force, Executive Board of the Black Caucus of ALA, and Conference Co-Chair of the 11th National Conference of African American Librarians to be held in Tulsa, OK in 2020. Her professional mission is to empower individuals to reach their highest potential so they can transform communities.



“Always intrigued by how my worlds intersect. Not only am I a proud Southern Miss SLIS alum, but I happen to be the first African American library director of one of the libraries in Dr. Griffiths’ research study”
[\[Study of Segregated Carnegie Public Libraries\]](#).

Spotlight—Course

LIS 417, or Literature and Related Media for Children, is a three-credit hour course that surveys traditional and modern literature for use by and with children. It focuses on children from birth to grade 6, or age 12. This class is unique in that it is a service course for students in Child and Family Studies (CFS), is eligible for use as an Accelerated Master's Option (AMO), and exposes the students to over 100 books for children.

Since it is a CFS service course, students are provided a unique opportunity to experience using books and media for children in two emphasis areas—libraries and early learning centers. In 2012, the Institute of Museum and Library Services (IMLS) made collaborations between early childhood programs and public libraries a priority and early learning a designated national issue and priority (IMLS, n.d.). Two strategies of importance for public libraries and early childhood programs are:

- Early childhood programs can use local librarians as consultants on such topics as extending lesson plans; aligning books with specific topics; providing material resources like puppets, music, and props; and providing ideas on expanding literacy throughout early childhood classrooms.
- Libraries offer multi-generational programming, support literacy in the home, and are a resource for families, providing programs and services for young children, parents, and caregivers. They invite parents to join their children in activities and provide information on childrearing and ways to promote literacy in the home. Libraries also provide GED preparation resources, help with employment searches, and tools such as computers and copiers that can benefit adult learners (USDHHS, 2018).

LIS students get an emphasis on early literacy and instructional activities that they might not otherwise encounter, and CFS students learn about valuable, diverse resources offered in libraries, including early childhood learning strategies and programs.

LIS 417 is listed as an AMO course. The AMO is the opportunity for senior LIS undergrads with a 3.5 GPA or higher to take up to 9 credit hours of graduate credit in their senior year.

Students get to apply the 9 credit hours to their LIS bachelor's degree and to the MLIS at Southern Miss if they opt to pursue one. They also pay undergraduate tuition for the 9 credit hours.

Students leave LIS 417 having read 20 unique titles of their choosing, 10 board books, and 10 award books. Each week, student assess their chosen book and how they would use it; then in a live class, in small groups, students share what they have learned. Along with selected books, the faculty member shares songs, rhymes, videos, etc. to use with children thus exposing them to over 100 books.

Upon successful completion of this course, students through discussions, presentations, and assignments demonstrate a basic knowledge of:

1. The wide array of literature, materials, and media available for children;
2. Critical evaluation of books, media, and online resources for children;
3. The developmental stages of children and their right to read;
4. The presentation of materials for children face-to-face and through technology;
5. The awards available for children's materials and resources;
6. The materials useful in selecting books for children; and
7. What the current literature says about children's literature.

For more information, please visit:

<https://www.usm.edu/library-information-science>

References:

Institute of Museum and Library Services (n.d.). *Head start, child care, and public libraries*. Retrieved from <https://www.imls.gov/issues/national-initiatives/head-start-child-care-and-public-libraries>

U.S. Department of Health and Human Services (2018). *Supporting children through public libraries*. Retrieved from <https://eclkc.ohs.acf.hhs.gov/community-engagement/article/supporting-children-through-public-library-partnerships>.

From the GA's



Leah, Megan, Ashley, Alex, and Julie

SLIS graduate assistants **Leah Peters, Ashley Marshall, Alex Brower**, and **Julie Gore** with LIS Work-Study Student **Megan Wilson** (seated left) in the SLIS Conference Room, December 2018.

Alex Brower, who graduated with MLIS in December 2018, is Reference Librarian, Mississippi Library Commission, Jackson, MS.



Graduate Teaching Assistant **Rachel McMullen** presented a poster at Southern Archivists Conference, Birmingham, Sept. 13-14.

Dr. Catharine Bomhold, Alex Brower, and Rachel McMullen presented "Are You There, Professor? It's Me, Your Online Student: A Discussion of the Realities of Online Learning," at the Mississippi Library Association Annual Conference, Meridian, October 19, 2018.

Congratulations SLIS Students

LIS Bachelor of Science student **Roxanne Mack** is Director, Copiah Jefferson Regional Library System, Hazlehurst, MS.

MLIS student **Shelly Andresen** was awarded a \$4,000 scholarship by the Alaska Library Association at their annual conference in Juneau, AK.

MLIS student **Cara Ramsey** is Adult Services Librarian, Pike's Peak East Library, Colorado Springs, CO.

MLIS student **Elaine Walker** is Reference Instruction Librarian, School of the Art Institute of Chicago, Chicago, IL.

Mississippi Library Association Scholarships

- Peggy May Scholarship – **Katherine Dutro**
- Virginia Brocks-Shedd Scholarship – **Juana Harris**.

Congratulations SLIS Alums

Will Barber (MLIS, 2013; Archival Certificate, 2018) is Talking Book Services Patron Assistant, Mississippi Library Commission, Jackson, MS.

Candice Benoit (MLIS, 2016) is Librarian, Department of Homeland Security Federal Training Center, Glynco, GA.

Rebecca Bickford (MLIS, 2016) is Social Sciences Librarian, Mississippi State University, Starkville, MS.



Callie Wiygul Branstiter (MLIS, Archival Certificate, 2014) is Assistant Professor/Research and Instructional Services Librarian & Student Success Coordinator, San Francisco State University, CA.

Vandy Pacetti Donelson (MLIS, 2006), Ed.D., Instructional Tech & Distance Education, is Director & Archivist, U.S. Sports Academy, Daphne, AL.

Jessica Herr (MLIS, 2011) is Historian/Archivist, Stennis Space Center, MS.

Jamie Jones Hullinger (MLIS, Youth Services Certificate, 2013) is Research Librarian, Zimmer Bionet, Warsaw, IN.

Mary Kirkham (MLIS, Youth Services Certificate, 2018) is Collection Development and Interlibrary Loan Librarian, Millsaps College, Jackson, MS.



Angie Manfredi (MLIS, 2007) is Youth Services Library Consultant, Library Support Network, State Library of Iowa, Des Moines, IA.

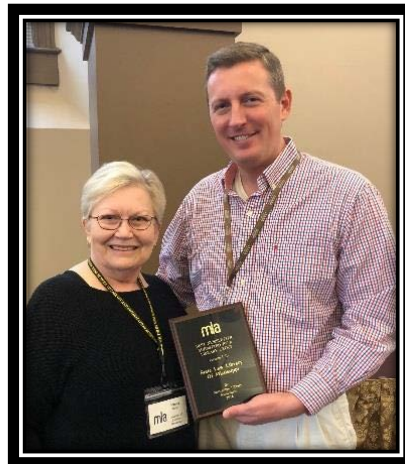
Shontate Matthews (MLIS 2018) is Teen Librarian, Zachary Public Library, LA.

Jessica McDaniel (MLIS, 2018) is Programming and Outreach Librarian, East Baton Rouge Parish Library, Baton Rouge, LA.



Ally Pace Mellon (MLIS, 2012) is Library Services Director, Mississippi Department of Archives and History, Jackson, MS.

Eden Nitcher (MLIS, 2014), Teen and STEAM Senior Librarian, West Florida Public Libraries, earned a Certificate in Museum Studies, Northwestern University.



Stephen Parks, J.D. (MLIS, 2013), State Librarian, was presented the Public Relations Award – Best Newsletter for *Letters from the Library: Newsletter of the State Law Library of Mississippi*, Mississippi Library

Association Conference, Meridian, October 17-19, 2018 (pictured with SLIS Director Dr. Welsh).

Lindsey Patrick (MLIS, 2007) is Regional Manager, Nashville Public Library Southeast Branch, TN.

Angela Rand, Ph.D. (MLIS, 2006) is Director, Marx Library, University of South Alabama, Mobile, AL.

Bridget Clark Reeves (MLIS, 2004) is Interlibrary Loan Librarian, Lamar County Public Library System, Purvis, MS.

Teri Robinson (MLIS, Archival Certificate, 2018) is Coordinator, Office of Thesis and Dissertation Review, Mississippi State University, Starkville, MS.

Ryan Roy (MLIS, 2007) is Deputy Director, Palos Verde Library District, Rolling Hills Estates, CA.

Kimberly Smith (MLIS, 2005) is Library Technical Assistant, Hinds Community College, Raymond, MS.

Jennifer Taylor (MLIS, Youth Services Certificate, 2016) is Children's Librarian, South San Francisco Public Library, CA.

Mariyam Thohira (MLIS, 2004), Resource Acquisitions Coordinator, Johns Hopkins University Libraries, named ARL 2018-19 Leadership and Career Development Fellow.

Elaine Walker completed an archival internship at the Newberry Research Library in Chicago, working with the records of the Caxton Club, a club of bibliophiles and rare book dealers.

Jennifer Wann (MLIS, 2006) is Manager of Library Development, Arkansas State Library, Little Rock.

Ally Watkins (MLIS, 2011) is Youth Services Librarian, Lafayette County & Oxford Branch, First Regional Library, Oxford, MS.

Sarah Weirich (MLIS, 2018) is Metadata Specialist, Niels Bohr Library and Archive, American Institute of Physics, College Park, Maryland.



Ole Miss Research & Instruction Librarian and Regional Depository Coordinator **Ashley Dees** (MLIS, 2014) (center) accepted the Federal Depository Library of the Year Award for Ole Miss J.D. Williams Library that presented by GPO Acting Deputy Director Herbert H. Jackson Jr. (left) and Superintendent of Documents Laurie Hall (right) in October 2018.

Alum Publications, Presentations

Stephen Parks, J.D. (MLIS, 2013), State Law Librarian, was the featured speaker, Special Libraries Section, Mississippi Library Association, Meridian, October 18, 2018. Stephen also serves as editor of *Letters from the Library: Newsletter of the State Law Library of Mississippi*.

https://courts.ms.gov/research/statelibrary/Newsletter/Newsletter_archive.php

SLIS Faculty/Staff Publications, Presentations

Dr. Catharine Bomhold, "Cummings, Merrill, and Borelli's Inquiry into Small Screen Use by Academic Library Users: Timing is Everything. *Evidence-Based Library and Information Practice*, (13)1, 46-56, 2018.

Dr. Catharine Bomhold, "The New National School Library Standards." Presentation, Mississippi Library Association, Meridian, October 18, 2018.

Dr. Catharine Bomhold, Alex Brower, Rachel McMullen, "Are You There, Professor? It's Me, Your Online Student: A Discussion of the Realities of Online Learning." Presentation, Mississippi Library Association, Meridian, October 18, 2018.

Dr. Catharine Bomhold, "Story Walks in Your Community." Poster, Mississippi Library Association, Meridian, October 18, 2018.

Dr. Claire Kimberly, Dr. Amanda Williams, and **Dr. Stacy Creel**, "Women's Introduction to BDSM through Erotica and its Association with Satisfaction." *Sex Roles*, 78:119-129, 2018.

Dr. Matthew Griffis, "Separate Places, Shared Spaces: Segregated Carnegie Libraries as Community Institutions in the Age of Jim Crow." Southern Historical Association 84th Annual Meeting, Birmingham, AL, November 8-11, 2018.

Karen Rowell, "Friends of the Fay B. Kaigler Book Festival." Mississippi Library Association, Meridian, October 18, 2018.

Dr. Teresa Welsh, "SLIS Notes: Web Archives, Caches, Webby Awards, Indexes, Reference Sites, Educational Sites," *Mississippi Libraries*, 81(3), 66-67 Fall 2018.

Dr. Teresa Welsh, "SLIS Notes: Book Recommendations for Children, Young Adults, Adults, Children's Book Festival," *Mississippi Libraries*, 81(4), 93-95, Winter 2018.

Dr. Teresa Welsh, "SLIS Report 2018." Alumni Breakfast, Mississippi Library Association Annual Conference, Meridian, October 17, 2018.

LIS Student Associations News

LISSA Update, Fall/Winter 2018/19

Julie Gore, President
Leah Peters, Vice-President
Ashley Marshall, Secretary/Treasurer
Mrs. Jessica Whipple, Faculty Advisor

LISSA members assisted in the exhibit table at the ALA Mid-Winter 2019 Annual Conference, January 25-29, Seattle, and the Mississippi Library Association Annual Conference, Meridian, October 16-19.

LISSA broadcasts its meetings via Adobe Connect and meeting dates are announced via the SLIS listserv. You are invited to join our Facebook page:
www.facebook.com/southernmisslissa

2018 Southeast Science Bootcamp for Librarians



August 1-3 was the 2018 Science Bootcamp for Librarians hosted by the University of Southern Mississippi at the Gulf Coast Research Laboratory in Ocean Springs, Mississippi. The purpose of this conference was to bring together scientists and

librarians to share their insight, latest research, and gain a cooperative understanding across both professions.

You may be wondering how the world of science has anything to do with librarians, right? I did too! Librarians can serve numerous roles in academic institutions throughout all fields of study. There are STEM research librarians, health science librarians and other sci-tech librarians with unique roles. The guest speakers covered topics of marine biology, scientific articles, national health concerns, and maker spaces.

Dr. Moshe Pritsker highlighted a major issue within the world of Biomedical Science: only 10-30% of published scientific articles are successfully reproduced. He went over ways to overcome this problem, such as recording the entire experiment process, and how librarians can contribute to the process of making it available to the public and decrease the amount of money wasted on research that cannot be reproduced.

Aimee Gogan covered national health concerns and how librarians can contribute to this type of information literacy. She showed us a number of graphic novels pertaining to diabetes, HIV, and mental health issues that will help readers of all ages better understand modern diseases. Librarians can enhance their collection development acquisitions with this type of literature not only to raise awareness but to overcome the associative stigma of sharing personal experiences with the disease.

-- LISSA Member Elaine Walker

Southern Miss Student Archivists (SMSA) Spring/Summer 2018

Jonathan Puckett, President
Rachel McMullen, Vice-President
Miranda Loper, Secretary
Emma Semrau, Webmaster
Dr. Cindy Yu, Faculty Advisor



In the 2018-2019 academic year, the Southern Miss Student Archivists (SMSA) expanded in terms of membership and community outreach. Through a flyer campaign on the Hattiesburg and Gulf Park campuses with help from member Ashlee Parker, the SMSA gained thirty members.

Likewise, SMSA developed a logo with the assistance of Julie Gore, president of LISSA. The group organized

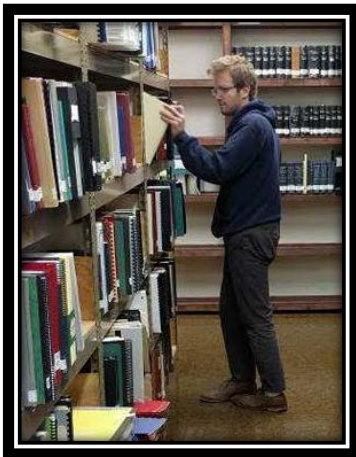
a speaking event on October 2, 2018, in collaboration with the South Mississippi Genealogical and Historical Society in downtown Hattiesburg, where Billy and **Miranda Loper** (pictured), Emma Semrau, and Jonathan Puckett spoke on the importance of archival institutions as repositories and their experiences in the field.



In addition, SMSA became associated with the Jones County Genealogical and Historical Society in Laurel, where Jonathan Puckett was invited to speak.

Thus, SMSA has seen an increase in membership as well as more involvement at a local level with historical societies and small archival institutions.

- Jonathan Puckett,
SMSA President



“Treading Water”:

Advice for Finding Your Niche in the LIS Field by SMSA Member Lauren Robinson

Entering “the field” after graduating from a library, archival, or special collections program can seem both exciting and terrifying. Hurray! - No more research papers or weekly assignments to fill our “free time.” But for some, entering the field can feel like jumping in the deep of the swimming pool for the first time after taking swimming lessons. It is exhilarating yet terrifying all at the same time. I’ve seen both and experienced both first-hand.

Today I’m a part-time public library clerk and a part-time digital archivist for a historical society. Meanwhile, I am still finishing my studies at USM. Like so many of my peers, I knew I wanted to work in the LIS field ever since my childhood. I remember loving summer reading programs and school book clubs and going on road trips with my friends and classmates to local history sites. I remember wanting to be that friendly librarian that would always seem to know the right book to recommend, or the staff member giving the public tours at the local historical sites. I wanted to learn my local history first-hand by seeing the sites and working with primary collections. I also wanted to be the person enabling the public to learn something about their history. Now I feel like I am in two positions that allow me to do just that. It’s been a long journey to get here with several bumps along the way, but it’s always seemed worthwhile to me.

Throughout my undergraduate and graduate academic career, the questions that have stayed in my mind were ‘what area of ‘the field’ interests me?’ and ‘what area do I want to specialize in?’

When I graduated high school, I wanted to be a librarian, but I did not understand the variety of specialization areas that existed within the LIS field, and I did not know how to pursue a career in that blurred field area where library and archival work overlaps with museum studies and public history. I still cannot say I know a “best method” for finding a career in that gray-area either.

For me, my career path has been a series of trials and errors shadowing and working in different departments until I found my niche in archival work. I did not know that I would end up juggling two very distinctly different jobs and did not think I would end up loving both equally as I do. Through my journey, I’ve learned policy writing and project set-up skills that have helped immensely with my work. At the same time, I get to work on creative library displays, delve into primary research projects with visitors, and still help library patrons find their next casual read.

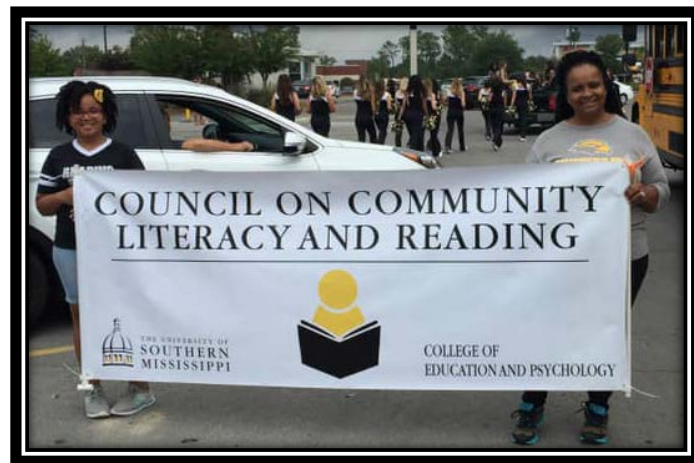
Here’s my advice to anyone in an LIS program who is not sure about their future career path – it is ok to not have all the answers. Take time to feel things out.

Start by finding something you like and explore it. If you love it, great - keep pursuing it. If not, then don't be afraid to branch out and try something different. Switching gears might feel scary - like jumping in the deep end - but the struggle might be worth it in the long-run. You won't know until you try.

Council on Community Literacy and Reading
Dr. Catharine Bomhold, Director

The goal of the CCLR is to provide books and literacy opportunities to our community. The Council was formed in 2015 with a mission to provide books for children to own, and to educate parents on the importance of reading out loud to young children.

To this end, we look for opportunities where we can talk to parents and caregivers about the benefits of reading aloud to children, provide literacy activities for children, and give them new high-quality books to take home. Since 2015, we have given away more than 10,000 new books to children in South Central Mississippi.



Homecoming Parade, October 2018

USM Homecoming Parade: CCLR had a float in the USM Homecoming parade. Instead of throws, the CCLR handed out 600 new books to children along the parade route.

Little Free Libraries and The Library of Hattiesburg, Petal, and Forrest County: CCLR is the steward for three Little Free Libraries in downtown Hattiesburg.

More than 600 children's and young adult books were distributed throughout Hattiesburg through donations to the Little Free Libraries as well as to the Hattiesburg Public Library.

Hattiesburg Public Schools PreK Fall Round-Up: We talked to parents about the importance of reading to children at a young age, had activities and prizes for children and gave away 50 new books.

Book distributions: The CCLR provides books for those in need and when disaster strikes. We were able to give 400 books to schools and libraries in the Houston area after flooding.

CCLR participated in a Christmas present drive for children at Hawkins Elementary in Hattiesburg and were able to provide 70 books to children in need.

We also provided over 100 books to children of the Mississippi Band of Choctaw Indians through a partnership with Dr. Jennifer Lemacks of the USM School of Nutrition.

Only \$1 will buy a book for a child; \$80 will sponsor a book walk with 2 deconstructed books.

If you would like to help, send a check made out to USM SLIS to:

CCLR/ Dr. Catharine Bomhold
118 College Drive, #5146
The University of Southern Miss
Hattiesburg, MS 39406



Adolescent Minorities in Popular YA Literature: A Content Analysis

By Morgan Lee

Masters Research Project

May 2018

Readers: Dr. Teresa Welsh

Dr. Stacy Creel

Introduction

Young adults are typically one of the most difficult target audiences for public libraries. There is a myriad of reading programs for children and adults, but teens can often be a difficult group to engage. Why is this? When reading fiction, most people like to read about a character they can relate to (Miller, 2013). Representation is important - if a young reader cannot relate to the main character, they are likely not to care about what happens to them. Translation: if a reader cannot see themselves in the story, they may abandon it. When this happens repeatedly, the reader's interest in reading may decrease. Michael Cart (2016), author and the former president of the Young Adult Library Services Association, explains that the value of young adult literature is found in how it addresses the needs of the reader and many young adult readers are in search of self - growing, changing, and morphing from the condition of childhood to adulthood. He continues, "By addressing these needs, young adult literature is made valuable not only by its artistry, but also by its relevance to the lives of its readers" (Cart, 2016). If educators, librarians, and parents want to encourage teens to read, then they need to make sure that those young minds have a diverse collection of material from which to choose. Even if the community itself is not diverse, the world is and teens need access to materials that reflect an accurate portrait of global society (Diaz, 2013).

It was not until the 1920s that young adults were seen as a different class between children and adults. Cart (2016) stated, "*Seventeenth Summer*, released by Maureen Daly in 1942, is considered to be the first book written and published explicitly for teenagers. The term "young adult" was coined by YALSA during the 1960s to represent ages 12-18 (Cart, 2016). Most libraries have a significantly larger collection dedicated to young adults in 2018 than they did in the 1970s so presumably, young adults should be

able to find relatable material more easily now. Unfortunately, that is sometimes not the case. For this study, a content analysis was conducted to determine how minorities are portrayed in the most popular young adult novels over the past decade.

Problem Statement

The purpose of this study is to conduct a content analysis of popular YA novels published over the past decade to determine how often minorities are portrayed and how this portrayal has developed over time.

Research Questions

Of the young adult novels found on YALSA's "Teens' Top Ten" lists from 2007 - 2017:

R1. How many (and what percentage) of young adult novels found on YALSA's "Teens' Top Ten" feature protagonists of a race other than white? How has this percentage changed over time?

R2. How many (and what percentage) of young adult novels found on YALSA's "Teens' Top Ten" feature protagonists who identify as LGBTQ? How has this percentage changed over time?

R3. How many (and what percentage) of young adult novels found on YALSA's "Teens' Top Ten" features protagonists of a race other than white who also identify as LGBTQ? How has this percentage changed over time?

Definitions

Content Analysis: Close analysis of a work or body of communicated information to determine its meaning and account for the effect it has on its audience. Researchers classify, quantify, analyze, and evaluate the important words, concepts, symbols, and themes in a text (or set of texts) as a basis for inferences about the explicit and implicit messages it contains, the writer(s), the audience, and the culture and time period of which it is a part. In this context, "text" is defined broadly to include books, book chapters, essays, interviews and

discussions, newspaper headlines, periodical articles, historical documents, speeches, conversations, advertising, theater, informal conversation, and so forth (Reitz, 2017).

Young Adult Book: A book intended to be read and enjoyed by adolescents 12 to 18 years of age. Also refers to a book intended for adults but considered suitable by reviewers and librarians for mature ninth- to twelfth-grade readers. Public libraries usually maintain a separate section for young adult literature managed by a librarian who specializes in YA services, including collection development (Reitz, 2017).

Young Adult Library Services Association (YALSA): A division of the American Library Association (ALA) founded in 1930, YALSA has a membership of librarians responsible for evaluating and selecting books and nonprint materials for young adults (age 12 to 18) and for promoting and strengthening library services for young adult readers. YALSA publishes the journal *Young Adult Library Services* (Reitz, 2017).

Minority: a part of a population differing from others in some characteristics and often subjected to differential treatment (Merriam-Webster, 2017).

LGBTQ: lesbian, gay, bisexual, transgender, and questioning (one's sexual identity) (Merriam-Webster, 2017).

Delimitations of Study

This study examines only the novels included on YALSA's "Teens' Top Ten" list for the years 2007 to 2017. It does not consider the representation of minority adolescents in other kinds of literature or materials typically found in libraries.

Assumptions

It is assumed that the young adult novels chosen for YALSA's "Teens' Top Ten" lists accurately reflect the average young adult novel collection in a typical public library setting. It is further assumed that editions of each book consulted accurately

reproduces the content of the most recent edition at the time YALSA added the book to the list.

Importance of Study

Librarians, educators, researchers of libraries and social inclusion, and parents may find the findings of this study useful in determining which books could be added to their collections. This study aims to fill a void by providing research that will highlight which popular young adult novels feature minority characters and assist in providing diverse materials to young readers.

Literature Review

Providing diverse material to young adults in the public library is paramount to the continuing development of their reading and critical thinking skills as well as inspiring them to become lifelong learners and readers. Representation is important in any media, especially literature. Young adults should have easy access to materials that feature characters of all races, ethnicities, religions, social classes, economic statuses, sexual orientations, genders, etc. LIS researchers have done studies on the topic of diversity in young adult literature, especially in recent decades. Many of the beginning studies on diversity focus on gender and race (typically African American). As societal attitudes have shifted to become more tolerant of different religions, races, and sexual orientations, more studies on these particular issues have emerged.

Review of Published Research

Miller (2013) reported on the importance of finding one's own identity represented in young adult literature. For this study, Miller, a professor of Early Childhood Development at Aaniiih Nakoda College on the Fort Belknap Indian Reservation, wanted to gauge the importance of representation in young adult literature. In reference to Sherman Alexie's *The Absolutely True Diary of a Part-Time Indian*, Miller states: "Offering young adult literature that features Native American protagonists is one way to address the issues of identity formation, reading motivation, and literacy development for American Indian youth. With such literature, we promote and honor cultural identity. When readers see themselves represented in stories like Alexie's, they realize that they matter, that their experiences count" (Miller, 2013, p. 29).

Cultural relevance motives students to read and encourages discussion, which fosters critical thinking skills.

The Jiménez (2015) study focused on YA novels that had been awarded either the Lambda Award, which recognizes one groundbreaking LGBTQ book per year, or the Stonewall Youth award, which honors one LGBTQ book per year that is written for young adults. Jiménez found that “the dominance of White, gay, male characters contradicts the trend toward strong female protagonists in mainstream YA; stories about lesbians are primarily tragic; and there are no bisexual protagonists” (Jiménez, 2015, p. 421).

Both of these studies examine how different minority groups are represented in popular young adult literature. While one study sought to find diversity in young adult books regularly assigned in schools, the other sought diversity within an already diverse group, people who identify as LGBTQ. Both studies are based on the concept that young readers want to be represented and are inspired by characters who are relatable.

One way to study diversity in young adult literature is to conduct a content analysis of books that have already been published and deemed exemplary by YALSA or any other particular literary committee. In 2011, Rawson examined 248 unique titles (114 award-winning novels, 74 Teens’ Top Ten novels, and 92 bestselling novels). She found that urban-dwelling protagonists made up only one fourth of the books studied when in reality, over half (58.2 percent) of teens lived in urban areas (2011). White protagonists made up 81.1 percent of the 2011 findings when at the time, only 56.7 percent of children aged 19 and under in the United States were white. Rawson (2011) found that “while award-winning lists include more diversity on the whole than Teens’ Top Ten lists or bestsellers lists, no single list, or even a combination of these lists, is sufficient across all aspects of diversity studied here.” Teens should be able to find a book in their local library that portrays characters that are relatable to them. Rawson argues, “They find those books depending on whether librarians are willing to embrace a broad view of diversity—looking beyond simply protagonists’ race or ethnicity—and take the time to locate and purchase

titles featuring protagonists from marginalized groups who are portrayed accurately and compassionately” (2011).

Simmons (2014) conducted a content analysis and examined 70 graphic novels and created a coding document to note how females are represented in graphic novels. She found that female representation is on the rise as well as females of minority races and females with disabilities such as blindness or mental health issues. Simmons explains, “In order for any genre or format to appeal to an adolescent, it must accurately reflect the current demographic as well as continue to advance alongside the perpetual evolution of humanity” (Simmons, 2014, p. 22). Although results showed that representation was improving, it was not improving at the same rate as the female demographics of reading graphic novels.

Monoyiou and Symeonidou (2016) examined 50 children’s books written after 1990 and noted instances of diversity in the form of disability, appearance, and race. Results showed that “the key figure is presented as different from the group; the key figure is often only accepted through the mediation of another character who is not considered different or an incident; different figures belong together and not with the figures that belong in the dominant group; and the key figure is an excellent character who might also be brave and unique for several reasons” (Monoyiou & Symeonidou, 2016, p. 601).

Like the previous three studies mentioned, this study used content analysis to uncover trends in diversity within a subset of literature. Methodology was similar in that a coding device was developed to measure specific characteristics of the novels in the study. This study specifically examined diversity in the race and sexual orientation of the protagonist in each young adult book examined as opposed to race alone.

Methodology

Data Collection

For this study, data were collected from books featured on YALSA’s “Teens’ Top Ten” lists from 2007 to 2017. Two of the books from these lists (one from 2007 and one from 2010) were not included in data

collection due to them being classified as nonfiction and lacking a protagonist. The remaining 108 books were analyzed individually and information regarding the sex, race, and sexual orientation of the protagonist was recorded on a coding sheet developed for the study (Appendix A). Data were collected for each book and then compiled for each year as a whole. Data were collected on coding forms and were recorded into an Excel spreadsheet so that the number (and percentages) for each year as well as the past ten years as a whole may were calculated and recorded.

Data Analysis

Once the data were collected, raw numbers and percentages were examined to determine trends from year to year. While these lists are in no way a generalization of the entire young adult genre, they may provide insight into some of the most popular materials that are available to young adults in an average public library setting.

Limitations

Although it was assumed, for the purposes of this study, that the books on YALSA's "Teens' Top Ten" list are reasonably representative of the kinds of YA

book libraries typically offer in their YA collections, the study's findings are not generalizable to all YA literature. They are valid only to the books contained on YALSA's list.

Results

R1. How many (and what percentage) of young adult novels found on YALSA's "Teens' Top Ten" feature protagonists of a race other than white? How has this percentage changed over time?

Figure 1 illustrates the results of the study that indicate there were 88 books featured on YALSA's "Teens' Top Ten" during 2007 - 2017 with white protagonists and 20 books with non-white protagonists (See Appendix A). Books featuring non-white protagonists made up 18.5 percent of those chosen for YALSA's list over the past decade. Figures 1 and 2 illustrate the race of protagonists per year. There were no books chosen for the list in 2008, 2009, and 2013 that featured non-white protagonists; 2011 saw the highest number of books (4) with non-white protagonists and there was an increase in the number of non-white protagonists between 2014 and 2017.

Figure 1.

Race of Protagonists in Featured Books 2007 - 2017

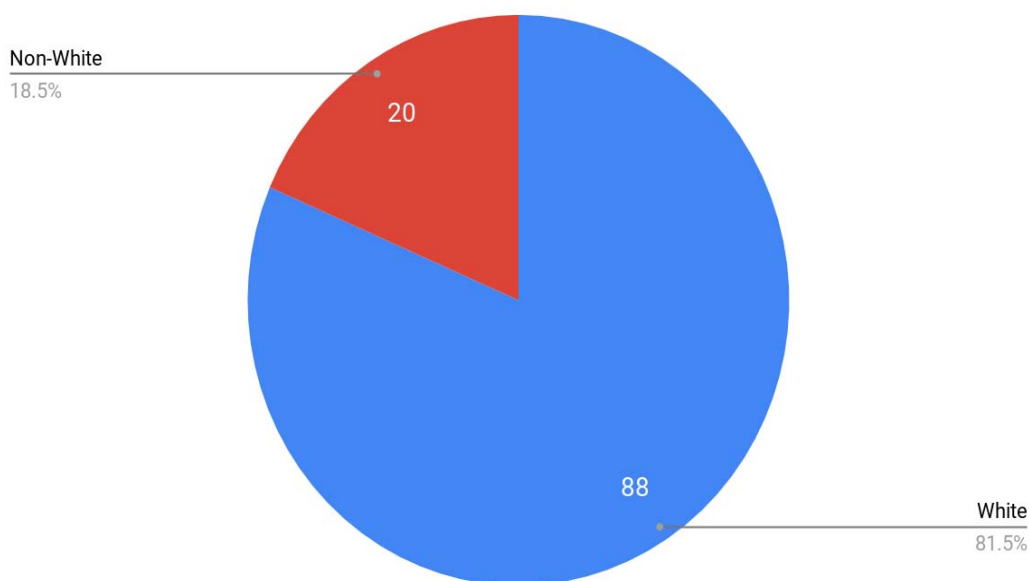


Figure 2.

Race of Protagonists in Books Featured

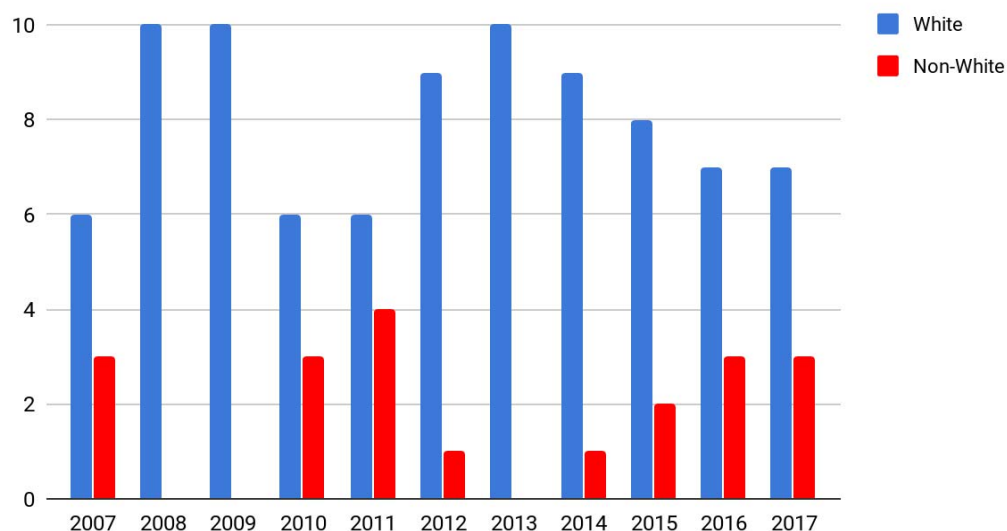
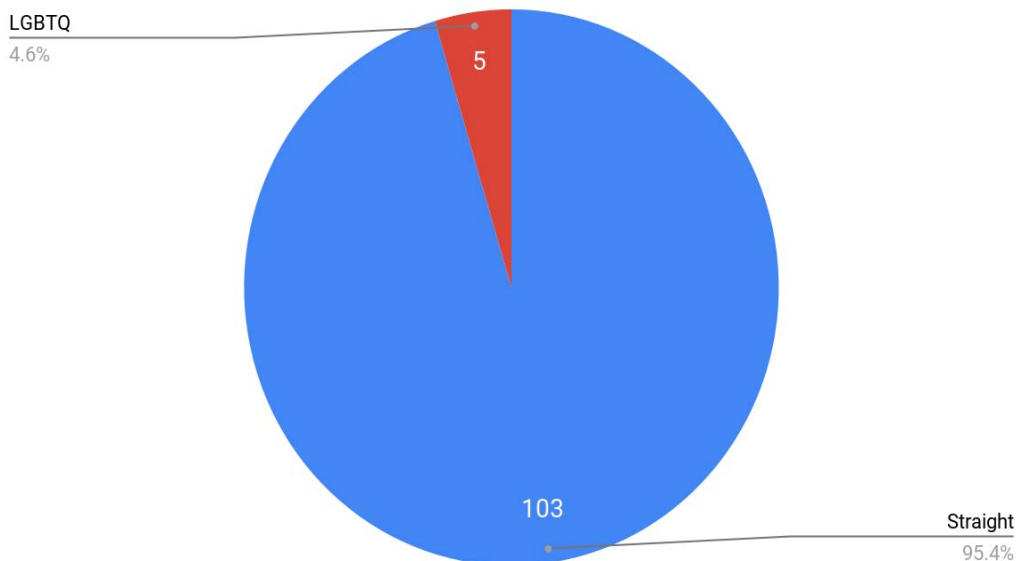


Figure 3.

Percentage of LGBTQ Protagonists 2007-2017



R2. How many (and what percentage) of young adult novels found on YALSA’s “Teens’ Top Ten” feature protagonists who identify as LGBTQ? How has this percentage changed over time?

Figure 3 illustrates that of the 108 books in this study, 5 of them featured protagonists who identify as

LGBTQ (See Appendix B). LGBTQ protagonist-featuring books made up 4.6 percent of books on YALSA’s list from 2007 - 2017. Figure 4 illustrates that there were no books featuring LGBTQ protagonists between the years of 2007 and 2014. There has been a noticeable increase in LGBTQ books since 2015.

Figure 4.

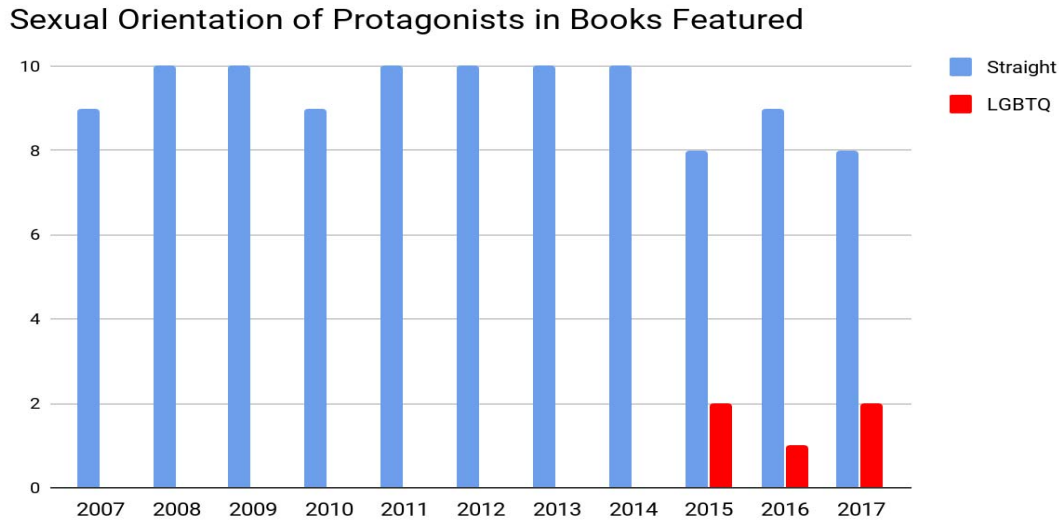
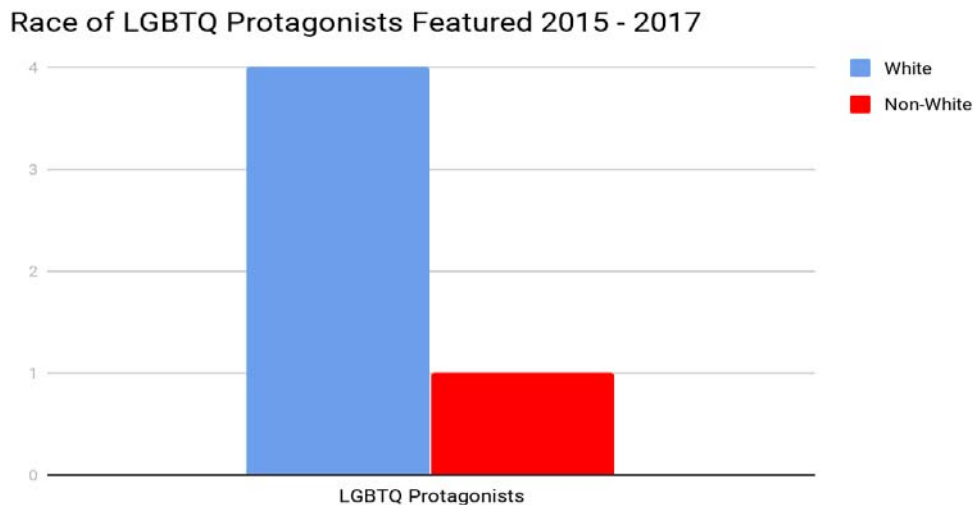


Figure 5.



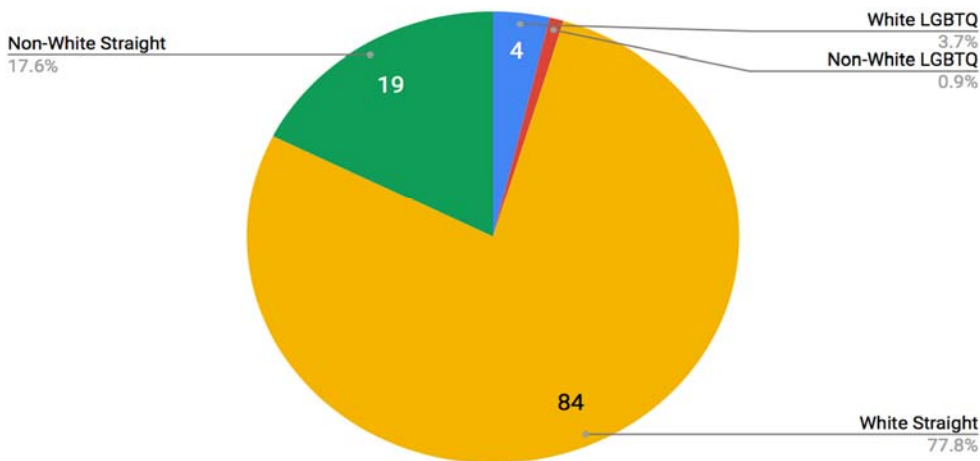
R3. How many (and what percentage) of young adult novels found on YALSA's "Teens' Top Ten" features protagonists of a race other than white who also identify as LGBTQ? How has this percentage changed over time?

Figure 5 illustrates that of the 5 LGBTQ books featured, only 1 of them features a character

classified as non-white. Figure 6 illustrates the race and sexuality of protagonists and shows that books featuring characters who identify as LGBTQ and non-white make up 0.9 percent of YALSA's list. The book featuring a Latina LGBTQ character made YALSA's list in 2017.

Figure 6.

Race and Sexual Orientation of Protagonists in Books Featured 2007-2017



Discussion and Conclusion

Of the 108 books studied on YALSA's Teens' Top Ten List during 2007 - 2017, 20 or 18.5 percent featured non-white protagonists; 5 books or 4.6 percent featured characters who identified as LGBTQ. Only 1 book featured an LGBTQ non-white character.

few years, from 2015 - 2017. This trend is likely to continue as social attitudes concerning diversity change and evolve.

As it stands, the selections for the Teens' Top Ten Lists are not reflective of our society. Cart's (2016) study found the following:

In 2012, Census figures showed that young people aged 10 to 18 represented 13.6 percent of the total population. More than 16 percent of them were black; 12.2 percent were Asian, and 17.7 percent were Latino. Together the minorities totaled some 46 percent of the youth population and at the present rate of change, it is projected that as soon as 2018 children and teens of color will have become the majority youth population.

This study could be repeated at regular intervals to determine trend over a longer period of time. Further studies could examine diversity in YA books with expanded categories such as gender of the protagonists and/or protagonists with a physical or

The trend over time for non-white protagonists has an irregular pattern until 2015, after which there is an upward trend. LGBTQ protagonists did not appear in the books in this study until 2015, then appeared each year after that.

There has been an increase in books chosen that feature non-white and LGBTQ characters in the last mental impairment. Diversity of authors and publishers could be studied as well.

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Simmons, E. (2014). Adolescent females and the graphic novel: A content analysis. *The Journal of Research on Libraries and Young Adults*, 6, 1-22.

APPENDICES

Appendix A. Books Featuring Non-White Protagonists

Bacigalupi, P. (2011). *Ship Breaker*. New York: Hachette Book Group.

Bardugo, L. (2016). *Six of Crows*. New York: Macmillan/Henry Holt & Co.

Brockenbrough, M. (2016). *The Game of Love and Death*. New York: Scholastic/Arthur A. Levine Books.

Elkeles, S. (2014). *How to Ruin a Summer Vacation*. Woodbury, Minn: Flux.

Gout, L. (2017). *Genius: The Game*. New York: Feiwei & Friends.

Griffin, Paul. (2011). *The Orange Houses*. New York: Penguin Publishing Group.

Han, J. (2016). *To All the Boys I've Loved Before*. New York: Simon & Schuster.

Jaffe, M. (2007). *Bad Kitty*. New York: HarperTeen.

Lu, M. (2013). *Legend*. London: New York: Penguin Books.

Lu, M. (2015). *Young Elites*. New York: Penguin Publishing Group.

Meyer, S. (2006). *New Moon*. New York: Little, Brown and Co.

Mulligan, A. (2016). *Trash*. New York: Random House.

Nijkamp, M. (2016). *This is Where It Ends*. Naperville, Illinois: Sourcebooks Fire.

Perkins, Mitali, & Davis, Jonathan. (2015). *Bamboo People*. Watertown, MA: Charlesbrige.

Rowell, R. (2016). *Eleanor & Park*. New York: Macmillan/St. Martin's Griffin.

Saenz, B. A. (2012). *Last Night I Sang to the Monster*. El Paso, TX: Cinco Puntos Press.

Stork, F. X. (2009). *Marcelo in the Real World*. New York: Arthur A. Levine Books.

Taylor, L. (n.d.). *Lips Touch: Three Times*. New York: Findaway World.

Yoon, N., & Yoon, D. (2017). *Everything, Everything*. London: Corgi.

Yoon, N. (2018). *The Sun is Also a Star*. New York: Penguin Random House.

Appendix B. Books Featuring LGBTQ Protagonists

Clare, C., Brennan, S. R., & Johnson, M. (2015). *The Bane Chronicles*. New York: Simon & Schuster/Margaret K. McElderry

Nijkamp, M. (2016). *This is Where It Ends*. Naperville, Illinois: Sourcebooks Fire.

Russo, M. (2017). *If I was Your Girl*. New York: Flatiron Books.

Shine, Joe. (2015). *I Become Shadow*. New York: Soho Teen.

Weingarten, Lynn. (2016). *Suicide Notes from Beautiful Girls*. St. Louis, MO: Turtleback Books.

Spanish Literature in Mississippi: A Collection Analysis of Spanish and Spanish-Bilingual Books in Mississippi Public Libraries

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Masters Research Project

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Introduction

Often when the topic of immigration in the United States is discussed, immigrants are generally thought to only exist in large migrant cities, such as Los Angeles, New York City, and Houston. Immigrants migrating to areas that are not in these large cities typically do not receive a lot of attention and therefore may lack resources.

Mississippi, while it may be considered a rural area, contains cities along the Gulf of Mexico and other regions throughout the state that have a diverse population, which includes Hispanics. Libraries must be receptive to the communities they serve and must be aware of community demographics so that they may provide the necessary resources to accommodate them. The objective of this study is to analyze the availability of Spanish and Spanish-bilingual literature in Mississippi public libraries for Spanish speakers.

In order for libraries to remain pillars of the community, they must continue to adequately serve the community by developing a collection that reflects the community in which it operates. Hispanics are the second largest minorities in Mississippi, after African Americans, accounting for 3.2 percent of the state's population (Census.gov, quick facts, 2018). Census records from 2000 indicate that the Hispanic population has almost doubled from 1.7 percent to 2.4 since 2010 (Census.gov, 2018).

Purpose Statement

The purpose of this collection analysis is to assess coverage of Spanish and Spanish-bilingual books in Mississippi public libraries located in regions with large Spanish-speaking populations.

Research Questions

- R1. How many Spanish and Spanish-bilingual books are offered in Mississippi public libraries located in regions with the largest Spanish-speaking populations?
- R2. What specific genres of Spanish-language literature are offered at these libraries?
- R3. How are these Spanish-bilingual and Spanish books classified and arranged?
- R4. What proportion of these books are non-circulating?

Definitions

Bilingual edition: A book or periodical published in two languages, sometimes because both languages are spoken in the country in which the work is published (for example, English and French in Canada) or because the work was co-published in countries with different national languages (ODLIS, 2018).

Bilingualism: Bilingualism is commonly defined as the use of at least two languages by an individual (ASHA, 2004). It is a fluctuating system in children and adults whereby use of and proficiency in two languages may change depending on the opportunities to use the languages and exposure to other users of the languages. It is a dynamic and fluid process across a number of domains, including experience, tasks, topics, and time (ASHA, 2018).

Collection assessment: The systematic evaluation of the quality of a library collection to determine the extent to which it meets the library's service goals and objectives and the information needs of its clientele. Deficiencies are addressed through collection development. Synonymous with collection evaluation. (ODLIS, 2018).

Hispanic or Latino: Refers to a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin regardless of race (Census.gov., 2018).

Subject heading: An alphabetically arranged list of headings selected by an indexer to represent the subject content of one or more works, with locators (usually page numbers) to direct the user to the corresponding text (ODLIS, 2018).

Delimitations

This study is limited to public library systems in Mississippi counties where Hispanics make up 5 percent or more of the population. For the purpose of this study, only Spanish and Spanish-bilingual literature found in the library catalogs were observed and audiovisual materials were excluded.

Assumptions

It is assumed that the Mississippi public library catalogs were accurate and reflected the physical materials located at that location. It was also assumed that demographic data provided by the U.S. Census Bureau are correct and pertain to the year in which the data were collected.

Importance of Study

While it is encouraged for many non-native English speakers to learn English, being bilingual is a part of an individual's cultural identity and should be retained. The significance of this study is to inform librarians responsible for collection development and public outreach of the underrepresented population. Policymakers may benefit from this research, as it may inform them of the current state of the public library system in relation to demographics, and serve as a guide when deciding public funding and allocation of resources.

Literature Review

As evident in United States Census records, the Hispanic population is increasing, with the majority speaking a language other than English. For bilingual children, speaking both languages is part of a cultural identity; one language may be reserved for school

and other activities outside of home, while the other is spoken exclusively to communicate with family members.

It is uncertain how many migrants are aware of public libraries in their surrounding communities or vice versa. There have been articles published on how libraries serve Hispanics in diverse communities, but many focus on larger cities. It is important to observe rural areas to determine if libraries are accommodating to the emerging population. How are libraries promoting outreach programs to Spanish-speaking minorities? With constant budget cuts, public libraries in Mississippi may be more accommodating to their large customer base, which may include primarily English speakers. It would make sense for them to use scarce resources for frequent users. At the same time, for Spanish speakers that are aware of and utilize libraries, it is important to analyze the literature available to them.

Another observation would be to analyze the organization of Spanish and Spanish-bilingual books. Because of the different language rules and translation problems, Spanish books may be cataloged differently and be assigned different subject headings, affecting the way books are searched in catalogs. REFORMA is the National Association to Promote Library and Information Services to Latinos and the Spanish-speaking, which provides links to resources. Among these resources is RUSA's guideline to serving the Spanish-speaking community.

Bilingualism as an Identity

Certain scholarly articles analyzing public libraries as a second home to many bilingual children and adults have discussed how libraries have established Spanish collections and programs in an effort to encourage the use of both languages. Alvarez and Alvarez's 2016 article, discusses the importance of "translanguage", the fluency of how Spanish-bilingual children are able to use both languages, reflecting the environment in which they learn. According to Alvarez and Alvarez (2016), translanguage enables bilingual speakers to engage in speaking both languages and helps develop their language skills.

The study primarily focused on translanguage in a public library in a Kentucky city with a large Hispanic population, and it brought attention to how the library serving this community has accommodated Spanish speakers by providing Spanish and Spanish-bilingual literature, after-school study programs, and hiring bilingual staff (Alvarez, 2016, p. 408).

Providing Service to the Spanish-Speaking Community

By providing Spanish-bilingual staff, public libraries are accommodating Spanish-speaking library users and diversifying the workplace. Winston and Walstad (2006) conducted a study of what motivates bilingual library workers to seek employment in librarianship and how important it is for libraries to seek bilingual employees. Winston and Walstad discovered that Spanish-bilingual employees were most likely to work in public libraries (Winston & Walstad, 2006, p. 404). Adkins and Burns (2013) examined library services to the Latino population in Arizona, from 1999 to 2009, and compared how libraries provided services during that time. The authors observed the materials and services provided through the distribution of surveys, the results of which indicated that not enough material was circulating for Spanish speakers (Adkins & Burns, 2013, p. 67). Similarly, this collection analysis tried to determine if Spanish literature coincides with the growth in Mississippi.

Driver and Wall (2007) also conducted a study of the services offered in Kentucky public libraries to accommodate the Hispanic population. Driver and Wall sent out questionnaires and discovered that even though the increase in Hispanic population was significant, according to census records, most librarians made comments on how little or unaware they were of Hispanic patrons or their contribution to the population (Driver & Wall, 2007, p. 59).

Accessibility of Spanish and Spanish-Bilingual Literature

While libraries are adding Spanish and Spanish-bilingual literature to their collections, it is important to note how materials are cataloged and accessed by users. Correa and Marciano (2009) analyzed complexities of cataloging Spanish material. There

are certain factors to consider, such as initial articles and the fact that certain words have ambiguous meanings and do not translate word-for-word into English (Correa & Marciano, 2009, p. 301). Assigning subject headings and personal name entries into catalog records can also be challenging, and may affect search results.

Cataloging books is only one part of the problem; Mlawer (2006) discussed how materials for Spanish speakers are obtained for public libraries. Mlawer claims that Spanish literature in many public libraries include self-help books, biographies, literary fiction and religious texts. She analyzed different types of distributors and pointed-out certain shortcomings and problems such as the different editions of Spanish literature, pricing, and the lack of reviews for Spanish literature. Establishing a collection on Spanish and Spanish-bilingual literature can prove to be challenging for libraries with staff that have a limited knowledge of Spanish. Patton's 2008 article lists some considerations and references for librarians who are developing a collection to accommodate Spanish-speaking patrons, including having a clear concept on the various terminology for language programs and the diverse content within the literature. Patton addressed other issues that may arise when selecting bilingual material such as organization, bibliographic descriptions, and accessibility (Patton, 2008, p. 25).

In a similar manner as the Alvarez and Alvarez 2016 study, this research specifically analyzed the collection of Spanish and Spanish-bilingual books in public libraries in a specific geographic area. It differs from the previous study in that it examined public library collections in rural counties rather than an urban area. Other studies have looked at rural areas, but they do not mention particular demographics and their correlation to specific libraries within the area. Instead, they focus on the general rural population. Additionally, this study included how Spanish-language materials are classified and catalogued as did the Correa and Marciano 2009 study.

Methodology

This study is a collection analysis that focuses on the availability of Spanish and Spanish-bilingual books in Mississippi public libraries. Specific counties with a large Hispanic population greater than 5 percent were observed and the collections of those public libraries serving those counties were analyzed.

Research Design and Rationale

Pew Research Center Hispanic Trends – is a database that allows users to select certain geographic areas and analyze Hispanic population trends throughout the United States. This information was taken directly from the United States Census Bureau’s website.

Catalogs of Mississippi public libraries were used to observe the availability of literature.

Mississippi Public Library Directory, provided by the Mississippi Library Commission’s website, was used to locate the public libraries of each county that were analyzed.

Data Collection and Analysis

To find the counties with the largest Hispanic population, Pew Research Center was used. Counties containing a Hispanic population of above 5 percent were identified from an Excel spreadsheet imported from the Pew Research Center. The catalogs of the counties’ public libraries were used to search for Spanish and Spanish-bilingual literature. The information was recorded in a spreadsheet. There were separate categories for the different genre of books, Spanish and Spanish-bilingual literature, circulation, and subject headings. Counties were separated into different spreadsheets and each have data pertinent to that county.

Limitations

The focus of this study is limited to public libraries in Mississippi and the Spanish and Spanish-bilingual literature available through libraries’ catalogs so the

results are not generalizable to other states or library systems.

Results

R1. How many Spanish and Spanish-bilingual books are offered in in Mississippi public libraries located in regions with the largest Spanish-speaking populations?

Table 1 compares the total Hispanic population for each Mississippi public library system it serves for that region to the number of Spanish and Spanish-bilingual literature available. The Judge George W. Armstrong Public Library and the Tallahatchie County Library System are the only libraries serving one county, the other public library systems serve more than one neighboring county. The library systems represented different regions in Mississippi, which included the Delta, Coastal, Northeast, Southern, and Central regions. The second column in Table 1, includes the population from counties in which the Hispanic population made up more than (6%) of the total population; this included the Hispanic population for counties that fell within that library system, for a total of 16 counties.

Overall, the Spanish and Spanish-bilingual literature collections were observed for 6 Mississippi public library systems and 53 public library branches. Table 1 depicts the total number of Spanish and Spanish-bilingual literature for each library system. The First Regional Library, located in the Northeast, had the highest Hispanic population and greatest number of Spanish and Spanish-bilingual books. The FRL collection contained 1,189 books, which is 10 percent of the number of Hispanics in the population. The Central Mississippi Regional Library System had 919 books in their Spanish collection (11% of the Hispanic population), which was the highest percentage of books per number of number of Hispanics in the population among the library systems. The lowest was Tallahatchie County, which only contained 5 Spanish-bilingual books (fewer than 1% of the number of Hispanics in the population).

Table 1. Number of Spanish and Spanish-Bilingual Books Per Library System with Large Hispanic Populations

Library System	Total Hispanic population per Library System	Spanish literature	Spanish-Bilingual literature	Total number of books
First Regional Library	10,773	484	705	1,189
Judge George W. Armstrong Public Library	2,538	3	8	11
Jackson-George Regional Library System	8,301	663	144	807
Central Mississippi Regional Library System	7,330	657	262	919
Dixie Regional Library System	3,428	110	174	284
Tallahatchie County Library System	2,243	0	5	5

R2. What specific genres of Spanish-language literature are offered at these libraries?

The research indicated that the majority of books available in both Spanish and Spanish-bilingual pertained to juvenile literature, which consisted of more than half the total number of books as shown in Table 2. Both easy-reader books and young adult literature were combined in the total number of Spanish and Spanish-bilingual juvenile literature. There were fewer Spanish and Spanish-bilingual books for adults. The majority of fiction books were

of juvenile literature, out of the 2,600 juvenile books 74 percent were fiction. Adults were typically nonfiction, of the 766 adult books 65 percent of them were nonfiction. Adult nonfiction books consisted of self-help books, Spanish-English dictionaries of common English phrases, medical information books, and Spanish translations of the bible. Classic juvenile literature books, such as *the Cat in the Hat*, *the Giving Tree*, and *the Very Hungry Caterpillar* were some of the books that were available exclusively in Spanish.

Table 2. Number per Genre for Spanish and Spanish-Bilingual Books Per Library System

Library System	Adult	Juvenile	Fiction	Non-fiction
First Regional Library	78	1,121	825	388
Judge George W. Armstrong Public Library	1	10	5	6
Jackson-George Regional Library System	274	554	559	258
Central Mississippi Regional Library System	375	720	407	397
Dixie Regional Library System	38	190	121	112
Tallahatchie County Library System	0	5	5	0

R3. How are these Spanish-bilingual and Spanish books classified and arranged?

The 6 library systems classified Spanish and Spanish-bilingual books as either Spanish language materials or Spanish language materials-bilingual. Juvenile books that were classified as Spanish or Spanish-bilingual were labeled as juvenile fiction, followed by subject headings appropriate to the book. Spanish and Spanish-bilingual books that were juvenile nonfiction included the letter J, followed by the applicable number in Dewey Decimal Classification in the call numbers. The Dixie Regional Library System labeled Spanish juvenile biographies with the letters JB. Jackson-George Regional Library System classified Spanish and Spanish-bilingual books of different genres with SP in their call numbers, which may indicate that the library has a designated space for Spanish and Spanish-bilingual material. Central Mississippi Library System had some of their Spanish and Spanish-bilingual books labeled as foreign language and some juvenile literature was not

classified as Spanish material or foreign language, even though the books were Spanish-bilingual.

R4. What proportion of these books are non-circulating?

Figure 1 represents the total number of Spanish and Spanish-bilingual books that were available at the 6 library systems. The red portion of the chart depicts the number of books that were checked out for each library system. The First Regional Library System had the most number of books checked out compared to the other library systems, with a little over 6 percent of the collection being used. Tallahatchie County Library System and Judge George W. Armstrong Public Library had the least number of Spanish and Spanish-bilingual books in their system and none appeared to be checked out. The Jackson-George Regional Library had under two percent of Spanish and Spanish-bilingual books checked out, the second highest.

Figure 1. Spanish and Spanish-Bilingual Books in Circulation



Discussion and Conclusion

While the Hispanic population is considered lower compared to whites and blacks in Mississippi, the population of Hispanics is steadily increasing as indicated by the United States Census Bureau. The number of Spanish and Spanish-bilingual books available in these 6 library systems does not serve a significant portion of the Hispanic population, with the highest percentage of books per number of Hispanics in the population (11%). Adkins and Burns (2013) demonstrated in their research that while library service, in terms of programming and material is increasing for Latinos, it is still not sufficient to meet the needs of the Spanish-speaking population (Adkins, 2013). Table 1 shows the Tallahatchie County Library System as having the lowest number of Spanish and Spanish-bilingual books. The total population in the County according to the 2016 community survey is 14,776, in which Latinos in the County make up approximately 2,243 (15%) of the population (Census.gov, 2018).

It is important to have an adequate amount of Spanish and Spanish-bilingual books available for the Spanish-speaking population, but it is just as important to have books Spanish-speaking children can identify with. Patton (2008) notes in her article some considerations in establishing a bilingual library in elementary schools; one of them is the need for books that children can identify with culturally. Some juvenile literature found in the Mississippi public library systems catalogs included books that portray Hispanic culture, such as *Fiesta*, *Piñata*, *Spicy Hot Colors*, *Rene Has Two Last Names*, and *Magda's Tortillas*. Additionally, Spanish-bilingual books in juvenile literature incorporated books on Spanish folklore such as El Cucuy (the Spanish-version of the boogeyman) and La Llorona. Patton also suggests that Spanish-bilingual books for children should primarily serve as a way for Spanish-speaking children to learn the English language while helping them retain their cultural identity and bilingual ability (Patton, 2008).

Spanish-bilingual juvenile nonfiction books included biographies on significant Hispanic figures such as Frida Kahlo and Cesar Chavez, Supreme Justice Sonia Sotomayor, and Jose Feliciano. The library systems also contained Spanish-bilingual nonfiction books

that were relevant to United States history and American culture. These books were typically based on the different United States military branches, history books of the United States, law enforcement, and books about the different states in the country. It appears that most Mississippi library systems are diversifying their collection in Spanish and Spanish-bilingual juvenile literature while attempting to include both American and Hispanic cultures.

Although more resources should be provided to Spanish juvenile literature, the selection of Spanish and Spanish-bilingual adult books was sparse. Table 2 depicts that the number of adult books was half the number of children's books or fewer. The majority of adult books were nonfiction and included books like Spanish-English dictionaries.

According to Mlawer's (2006) article, public libraries that do have a Spanish language collection have certain books in demand over others such as self-help books, cooking books, immigration, health, and fiction books (p. 48). This is evident when the different types of books available for Spanish-speaking adults were observed. Almost all of the books for adults were completely in Spanish and were primarily Spanish-English dictionaries, health and medicine, parenting, study material for the General Education Diploma, employment, and immigration. Mississippi library systems with a larger Spanish collection, like the CMRLS, JGRLS, and FRL, did have fiction books for Spanish-speaking adults with some titles that are recent popular books by John Grisham, Ken Follet, and Joyce Carroll Oates. Another observation regarding the medical and health information and self-help books for the Spanish-Speaking is that they were outdated. Most of the medical information books on pregnancy, diabetes, and family counseling were published over 20 years ago.

The classification and arrangement of Spanish and Spanish-bilingual literature were similar to how other non-Spanish literature was organized. Juvenile and adult non-fiction books generally followed the Dewey Decimal Classification. Some Mississippi library systems with more than one branch labeled call numbers with the appropriate class and library branch. While most Mississippi public library systems

labeled their Spanish and Spanish-bilingual books as Spanish material, bilingual, or foreign language, some books did not have the letters SP in their call numbers. The Judge George W. Armstrong Library and CMRLS had Spanish books classified as Spanish material in the catalog, but the call numbers did not have any indication that the material was in another language. Other library systems such as JGRSL and DRLS, included SP or the term "Spanish" in the call numbers to indicate that the material is in Spanish, which may imply that there are designated areas in shelves for Spanish material within the library.

With some Mississippi public library systems providing a moderate range of different Spanish and Spanish-bilingual literature to the Hispanic population, it is still difficult to compare services from previous years without any previous studies on Mississippi public libraries and demographics. Based on the information depicted in Figure 1, Spanish and Spanish-bilingual books do not seem to be circulating at a satisfactory level. Driver and Wall's (2007) study analyzed Spanish-speaking services in public libraries in Kentucky. The authors used surveys to gather information about programming and collections of literature for the Spanish-speaking. The results of the survey showed that some libraries in the study were aware of the increasing Hispanic population but did not see Spanish-speaking patrons in the library very often. One possible reason for Hispanics not using library services may be, as one respondent indicated in the survey, due to the worry over immigration status for using the library. In order to get a library card, most public libraries require some sort of photo identification and an address. This may intimidate some Hispanics into forgoing services. Furthermore, some of the books checked out from the Mississippi library systems were shown as missing and did not have an estimated return date. Most of the Kentucky public libraries did not have a collection policy addressing Spanish collections and did not have a large Spanish literature collection (Driver & Wall, 2007).

Based on the findings of this research, it is evident that only a small percentage of the Hispanic population is being provided Spanish and Spanish-

bilingual literature in Mississippi public libraries. This study analyzed library systems serving large Hispanic populations in Mississippi counties, and while some contain a wider selection, other library systems do not. Public libraries in the state should continue to observe members of the community and stay abreast of changing demographics within the regions. Perhaps providing Spanish and Spanish-bilingual literature should be included in collection development policies where there is a strong presence of the Hispanic community.

It might benefit Mississippi public libraries to use the Reference and User Services Association's (RUSA) guideline on how to best serve Spanish-speakers in public libraries. If there is a possibility of immigration status being a potential barrier to use library services, public libraries should do more outreach targeting the community. Hiring bilingual staff may also encourage Spanish-speakers to use library services more and allow the library to get a sense of the community's needs. Public libraries serving areas with a larger Hispanic population should focus on the materials that are being circulated. As the findings revealed, most of the medical information books and other self-help books were outdated, this may be remedied by holding programs relating to those topics or working with Spanish-language book vendors. Working with schools within the area is another way for public libraries to understand the literature being offered to bilingual students in school and may be another way to encourage parents to use library services.

There are further considerations pertaining to the subject of Spanish and Spanish-bilingual literature. It would be worth investigating through surveys the reasoning for genre selections of Spanish literature. For the smaller public libraries with a significant Spanish population, but a small selection of Spanish literature, a survey regarding the service they provide, and awareness of demographics might be worth looking into. Further study might reveal that some libraries are not aware of the increasing Hispanic population or that they are not observing many Spanish-speakers using library services. It could be reasoned that it may be worth spending funds on

patrons who rely more on the services of the public library. Perhaps additional studies on the use of library services by Hispanics may reveal which services are preferable to Spanish-speakers such as programming, media materials, and health or legal services. Funding may be another reason for the scarcity of Spanish literature. A study on how funding is used for various materials and programs in these libraries might also help shed light on the potential barriers to adequately serving the Hispanic community.

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Availability of Public Library and Community Support for Patrons with Autism Spectrum Disorder: A Survey of Coastal Mississippi Libraries

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Master Research Project

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INTRODUCTION

The American Library Association (ALA) Bill of Rights (1993) and the Individuals with Disabilities Education Act (2004) provide guidance on how public libraries can provide services for individuals with physical handicaps, mental disorders, and various other disabilities. With this topic becoming an ever-growing area of concern, there has been an outreach by librarians to create and provide services to patrons who have been classified within any of the previously mentioned categories (Akin & MacKinney, 2004). One such group include those who are diagnosed with Autism Spectrum Disorder (ASD), one of six neurodevelopmental disorders (Frazier-Robinson, 2015), in which the individual can show signs of impaired social communication skills, unusually intense interest in an object, or difficulty is forming friendships with peers (Autism Spectrum Australia, 2018).

Libraries should have a concern when it comes to serving their communities and their stakeholders, and while a growing number of libraries are beginning to provide programs for individuals with ASD, there is still a need for more. Furthermore, there is a need for staff to become more aware of the types of behavior that are associated with ASD so as provide a better understanding of how to create programs. The Illinois State Library (2016) has commenced working on increasing "ASD awareness, education, and support services" and the Matthews Branch of the Public Library of Charlotte Mecklenburg County ran a successful program developed by Tricia B. Twarogowski (2009). While librarians in other regions of the United States have created programs, there is still a need to expand these programs (Suzanne, Patti, & Mary, 2016).

According to the report by the Mississippi Autism Advisory Committee (2015), which was presented to the Mississippi State Legislature in 2015, the number

of children in Mississippi that have been diagnosed, with ASD, was 4027 in the year of 2014. With the numbers increasing every year (MAAC, 2015, p. 4), this shows an opportunity for community outreach within the public libraries of the state of Mississippi. With that being stated, the underlying goal of this article is to provide the needed information, via a research questionnaire, to assist with ASD awareness as well as the need for library programs that will provide community support for not only those individuals with ASD but their family members and caregivers as well. The goal of this study is to provide insight into further studies and potential needs-assessments that can be utilized in creating or expanding related programs within the public library system. After all, the role of a library and its staff is to assist all patrons in the community it serves.

Statement of the Problem

The purpose of this research is to evaluate the availability of ASD programs and community support among public libraries in Mississippi's coastal region.

Research Questions

- R1. How many libraries in this study provide services for children, adolescents, and adults with Autism Spectrum Disorder?
- R2. How many libraries display books or other resources that assist parents of children or other patrons who have questions or concerns about ASD?
- R3. What type of training, if any, is provided to members of the library staff in working with individuals with Autism Spectrum Disorder?
- R4. How many libraries were awarded funds to enable programs for patrons with ASD?

Definitions

Autism Spectrum Disorder (ASD): a group of neurodevelopmental disorders, with onset during what is known as the preschool years. It impairs a child's or an adult's ability to communicate and interact with other individuals (American Psychiatric Association.,2013).

Diagnostic and Statistical Manual of Mental Disorders (DSM-5, 2014): a manual used to help psychologist or psychiatrist diagnose clients or patients (APA, 2013).

Neuro-developmental Disorders: a group of conditions with onset in the developmental period. The disorders typically manifest early in development, often before the child enters grade school, and are characterized by developmental deficits that produce impairments of personal, social, academic, or occupational functioning (APA, 2013).

Peer-reviewed: For this study, all articles will be those reviewed by professionals in the same field.

Qualitative Research: Research which is generating information that cannot be reduced effortlessly to numbers; typically involves an in-depth examination of a complex phenomenon (Leedy & Ormrod, 2015).

Quantitative Research: Research that yields information that is inherently numeric, or its numbers are quickly reduced (Leedy & Ormrod, 2015).

Research Methods: For this study, it is a specific way of researching a topic to learn new information from a respectable source (Leedy & Ormrod, 2015).

Social Story®: a story that is either written out or has visual guides and is used to teach various social interactions, behaviors, skills, or situations to individuals with ASD (Styles, 2011).

Delimitations of Study

The required data for this study, obtained via an online survey, were collected from the public libraries, located within the four Mississippi coastal counties of George, Hancock, Harrison, and Jackson.

The library located in the city of Long Beach, although situated in Harrison County, is owned and operated by the city and one library situated within George County is under the jurisdiction of the Jackson County Library System. George County borders Jackson County on its northern side.

The data collection process did not extend to any academic, private, or school libraries, nor other counties. The study was also limited to collecting only that information related to the libraries of these four counties.

Assumptions

It is assumed that questionnaire respondents answered accurately, thoroughly, and with up-to-date information.

Importance of Study

The number of public libraries that offer programs and services to individuals with ASD appears to be increasing throughout the United States (Schriar, Foerster, & Pelich, 2016). Thus, data that provide insight as to which programs are offered or needed within the libraries of the coastal region of Mississippi would prove useful to librarians as well as other educators and various researchers. The information may also be of use to update collection policies as well as provide information to create areas that are designed for patrons with ASD.

LITERATURE REVIEW

Overview

Autism spectrum disorder knows no boundaries. It is not gender-specific, nor does it only affect one ethnic group. It is one of six neuro-developmental disorders that affect the social communication and interaction skills of the diagnosed individual as described in the American Psychiatric Association's (APA) DSM-5 manual (APA, 2013). The individuals who have ASD can be lightly or significantly affected, hence the term 'spectrum disorder.' In simpler terms, those with autism can be on either end or even in the middle of this 'spectrum, which affects their ability to communicate with others or how they handle many social situations. For example, their ability to make eye contact, start or hold a conversation, or know what behavior is expected for various conditions.

Some individuals can even become greatly upset if touched and back away or reach out and not let go of the person they are near (Frazier-Robinson, 2015).

The "Library Bill of Rights," as published by the ALA (1996), clearly and simply states that "Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves" (American Library Association, 1996). This statement calls for outreach to those individuals who have disabilities, illnesses, and disorders as well as all other individuals who wish to use the library and its services. This lack of programs and resources is where librarians can make an impact.

No two individuals with the Autism spectrum disorder are alike, with each one having their personality as well as having symptoms that range anywhere from mild to extreme, hence the term, spectrum disorder. For many individuals with ASD, they have difficulty relating to people or exhibiting many desired social skills, which leads to various challenges in how to deal with many real-life situations. Many individuals with autism need set patterns or routines as they do not adjust to sudden or un-announced changes in activities (Farmer and Sykes, 2008). Something as simple providing an everyday tactile environment or books (Social Stories) which are read or sung to the group, trained library staff can make all the difference. However, not many libraries have programs that provide or meet the educational or social environmental needs of children or adults who fall on the autism spectrum. Creating such programs with the assistance of local research could help provide not only the programs that would make a positive difference but assist the libraries with making a lasting and respected connection with the community that the library serves.

Programs for Patrons with Autism

Akins and MacKinney (2004) explained autism as a developmental disorder that affects an individual's ability with language and communication, social skills, and sensory modalities. The article provides some great insight as to what programs work best for these individuals and how to implement it into the services of a library. However, while it allows for information

to help understand autism, it does not provide any surveys that were used to collect data as to whether any libraries offered any or if the library educated their employees how to help patrons who have ASD. Leon (2011) discussed how "creating story times" for those with ASD can make a noteworthy difference in how children with this disorder can enjoy the library... Again, this article does not use quantitative data or have collected data from surveys. It does, however, provide bases for the research survey by giving insight into the importance of having programs for patrons with ASD.

Farmer and Sykes (2008) describe the various challenges that individuals with ASD encounter in life as well as in educational settings. They explain the variety of stimuli and which ones would encourage more in-depth interactions with others since those with ASD tend to think more literally. The authors provide valuable insight as to how to make libraries more enjoyable to those with ASD and include discussions on technology and how to incorporate programs that build upon the need for sensory needs for educational and social growth.

Importance of Autism Awareness Training

Librarians in the state of Illinois and Florida (Schriar, Foerster, & Pelich, 2016) are being trained in how to assist individuals with autism as well as being educated about the various services and programs that are beneficial to those with ASD. Winson and Adam (2000) examined those programs and how the librarians have adjusted the way in which the programs are presented to ensure that the staff is aware that they have children or adults with autism and that the need to understand those patrons is of great importance if the library is to create programs and services that will be of value to their community.

Barack (2014) discussed the services for children with autism and how librarians can have a better understanding of the tools and training that are available to help develop the communication skills of patrons with ASD. One such tool is titled "Project Pals" and is a part of the Florida library autism project. These online modules (four in all) assist with training librarians so they will understand how to work with those with autism. Barack also discussed

the use of sensory-based tools and social stories that are designed to explain to the patron what they will be doing while at the library.

Survey Research

One of the most important papers that influenced the layout of this research project was completed by Schriar, Foerster, and Pelich (2016). The information was gathered via a statewide survey conducted by Waymark Systems, and the data were not only from the librarians and library staff but all autism stakeholders and was made possible due to IMLS National Leadership Grant, *"Targeting Autism: A National Forum on Serving Library Patrons on the Spectrum."* Its results showed that overall, there was an "agreement on the need for libraries to form sustainable partnerships with community stakeholders" (pg. 3) and the importance of the need for libraries to provide access to programs and reliable information about ASD. The article also conveyed the importance of administering a community needs assessments and providing training to librarians so that they could better assist and understand their patrons who have ASD. The article does provide a link

(<https://www.cyberdriveillinois.com/departments/library/libraries/pdfs/asd-stakeholder-align-data.pdf>)

to the research questions, which also includes a copy of the invitation letter. The paper also presents a breakdown of the total number of participants, their age, and experience with ASD. While the results of this paper offer valued information and give a reliable format in which to use, it only covered the State of Illinois. No similar study for the State of Mississippi or its coastal region could be found in the Scholarly LIS literature.

Another survey mentioned by Schriar et al. (2016), was the survey completed in 2013 by the Illinois State Library. The goal of this survey was to evaluate the importance of the library and librarians to those with ASD as well as considering the importance of needed training for librarians. There were 202 respondents from various libraries in the state of Illinois, and the results showed that only 27.1 percent offered any programs to their patrons with ASD. While the questions in the survey were not shared, this survey

was instrumental in the state creating a forum in which to discuss the importance of this topic.

The literature review for this research provides background information on the topic of Autism Spectrum Disorder, the need for programs and community support, as well as the importance of educational training to explain the thought process as well as what will help the librarian connect with the patron. The research and surveys conducted by the State of Illinois and the projects that have been created by other libraries such as the one in the State of Florida were instrumental in the design of this research. However, while there are studies on how public libraries are adding programs for individuals with ASD, there is a limited number that involves surveys for local areas to determine if the libraries offer programs, community support, or educational training about ASD for the librarians.

METHODOLOGY

Sources of Data

The information for this research was collected by using an online questionnaire that consisted of nine questions concerning services, training, and funding as it related to each library. These questionnaires were completed by each branch manager or the lead librarian who works at the twenty-two branches (Appendix A).

Data Collection Process

The Library Director for each county and city library system was provided a link to an online questionnaire with a request to send the information to each manager or head librarian of the branches within the director's jurisdiction. The email included a link to the survey and a recruitment letter that explains the purpose and description of the research

The online questioner also provided an online consent form to explain the meaning and description of the study as well as the confidentiality procedures to everyone who had completed the questionnaire. The research proposal was submitted to and approved by the University of Southern Mississippi Institutional Review Board (Appendix C).

It should be noted that while all library districts participated, there was not a completed survey for each branch. Harrison County has nine libraries, which are under the direction of four head librarians, and the four completed surveys were considered a representation of all libraries in within Harrison County. Hancock County has five libraries, and four questionnaires were completed, thus leaving one with no representation. Jackson County has eight libraries, and four questionnaires were answered, leaving four libraries with no representation. The City of Long Beach has one library, and their questionnaire was completed.

Organization and Analysis of Data

The underlying goal of this research was to provide information, via a survey questionnaire, to assist with ASD awareness as well as the need for library programs that will provide community support for not only those individuals with ASD but their family members and caregivers as well. After obtaining approval from the IRB, a set of questions was sent to the directors of four library systems-via an email with a link to the online survey. After the questionnaires were completed, the information was gathered, and the data were sorted and analyzed to address each research question. Tables and figures were used to illustrate the results.

Questionnaire survey

The questionnaire was designed to collect information from the twenty-three libraries, and the results provide feedback on which branch, the title of the person completing the questionnaire, and other relevant information as it pertained to programs, training, and funding related to ASD and library programs.

Analyzing of Answers

The answers were collected, reviewed, and grouped by the different library districts as well as by individual questions so that the data could be appropriately analyzed. This task was completed with careful consideration since notations were made as to which libraries replied, which library managers were answering for all branches under their care, and to validate that all replies were from the libraries listed in Appendix B.

Limitations

Since the proposed study only collected data on public libraries in Hancock, Harrison, and Jackson counties located in Mississippi, findings are not generalizable to public libraries of all sizes or all locations. It should be noted that while all library districts participated, there was not a completed survey for each branch.

RESULTS

The results of this research were based on the number of responses that were collected based on the feedback of twenty-three libraries. However, as mentioned in the methodology section, there was not a completed survey for each branch. The reasons for this vary for each district, as either the librarian did not reply or did not see the emailed invitation as in the case of Hancock or Jackson County. Or in the notable case of Harrison County, where the answers from the four Head Librarians represented all libraries that each manages (Table 1). Thus the number of total responses received were 18 of the 23 libraries (78% response rate).

Table 1. Participating Libraries and Number of Responses

Library Systems Contacted for Research	Number of Libraries Contacted	Number of Responses	Number of Libraries Represented
Hancock County Public Libraries	5	4	4
City of Long Beach Public Library	1	1	1
Harrison County Public Libraries	9	4	9
Jackson/George County Public Libraries	8	4	4
Total Number of Libraries	23	13	18

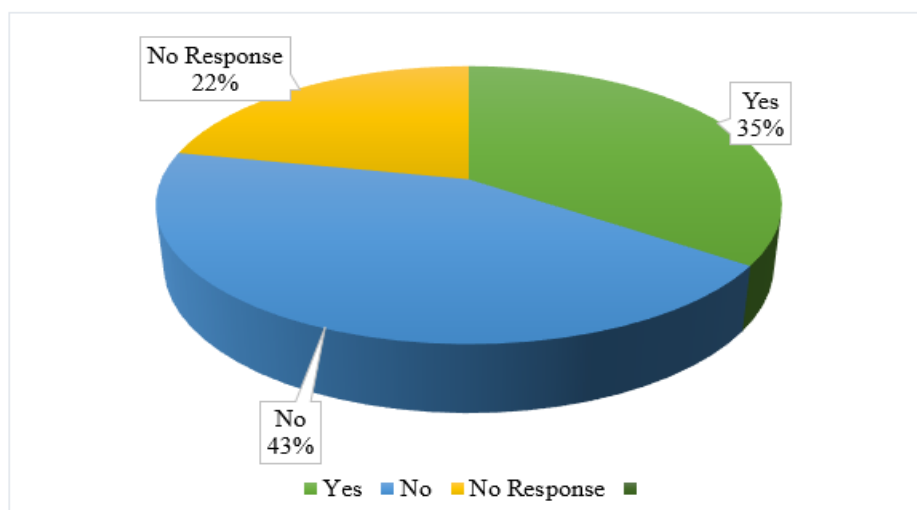
R1. How many libraries in this study, provide services for children, adolescents, and adults with Autism Spectrum Disorder?

When the question “Does this library have services or programs specifically for those individuals with Autism Spectrum Disorder?” was presented in the questionnaire, the results showed that none of the libraries provided services. However, when asked if the library offered parent workshops, guest speakers, or finding resources within the library that were related to ASD, four of the responses were yes (22%), with the remaining replying that they did not. It should be noted that the question did not give them a chance to state which service was provided. This question did not require any further information on how each district answered.

R2. How many libraries display books or other resources that assist parents of children or other patrons who have questions or concerns about ASD?

The results from this question were split almost equally within the different library systems (Figure 2). Displays of books or other resources for any topic will depend on upcoming events, new releases, or community events. However, sometimes a random display has the potential to generate new interest or make a patron feel welcome in the library. The results from this area do show some potential for growth and if promoted, may attract more patrons and increase community support.

Figure 2. Display of Books or Materials for ASD Parents or Patrons



R3. What type of training, if any, is provided to members of the library staff in working with individuals with Autism Spectrum Disorder?

The results of this question show that there is a need to implement some form of educational training that will involve insight about those individuals with ASD as well as what programs work well in providing educational and social development. Knowing when an outburst is due to a sudden change in a scheduled activity or that reading time could be more of an educational moment if sensory learning was involved, could make all the difference in a patron’s or their parent's library experience. However, with two out of 18 libraries (11 %) currently working on an educational plan, these potential plans could promote a model for other libraries to follow (Figure 3).

R4. How many libraries were awarded funds to enable programs for patrons with ASD?

The overall results had shown that no funds were available according to six respondents and six others stated they were unsure if there were any funds. Harrison County Libraries and Long Beach City Library district were specific that there were no funds available when the results were divided by library districts. Three out of four responses for Hancock County Library district also stated that no funds were available with one being unsure. Jackson county repeated the same results as Hancock county (Figure 4). Overall, the results provided insight to suggest that there is a need to provide information for the availability of grants and funding through various organizations as well as possibly training on how to research and apply for these grants. With funding becoming an issue as states and cities look for items to remove from the budget, grants and other funding are essential to the survival of many libraries.

Figure 3. ASD Training for Library Staff

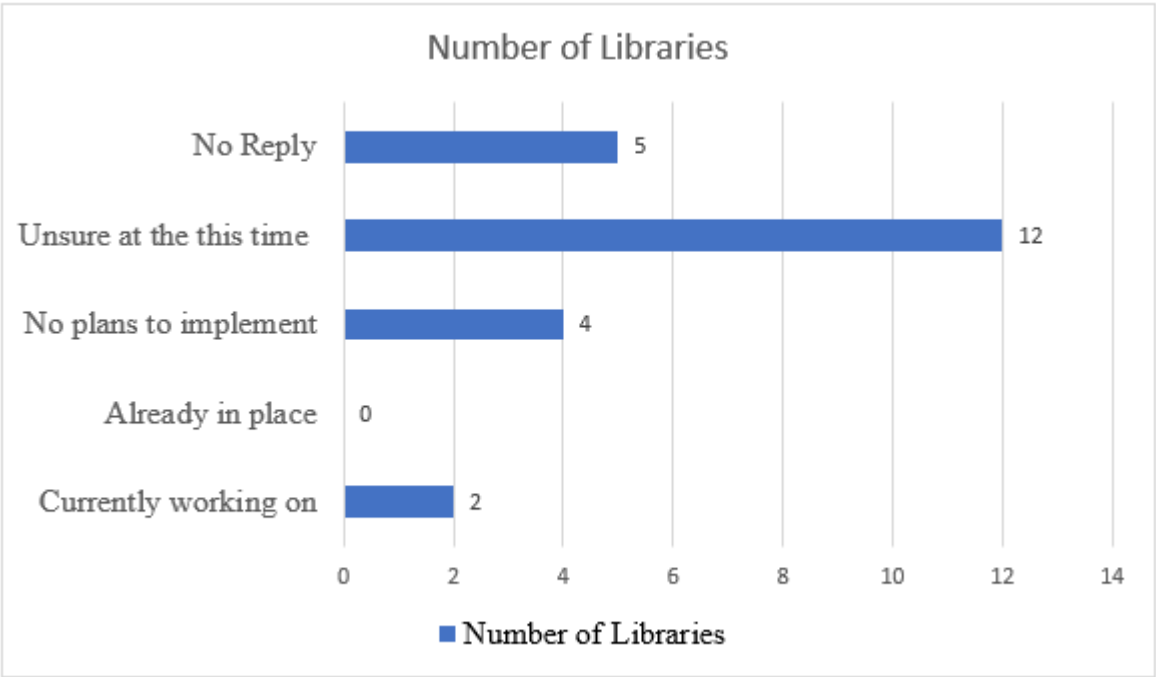
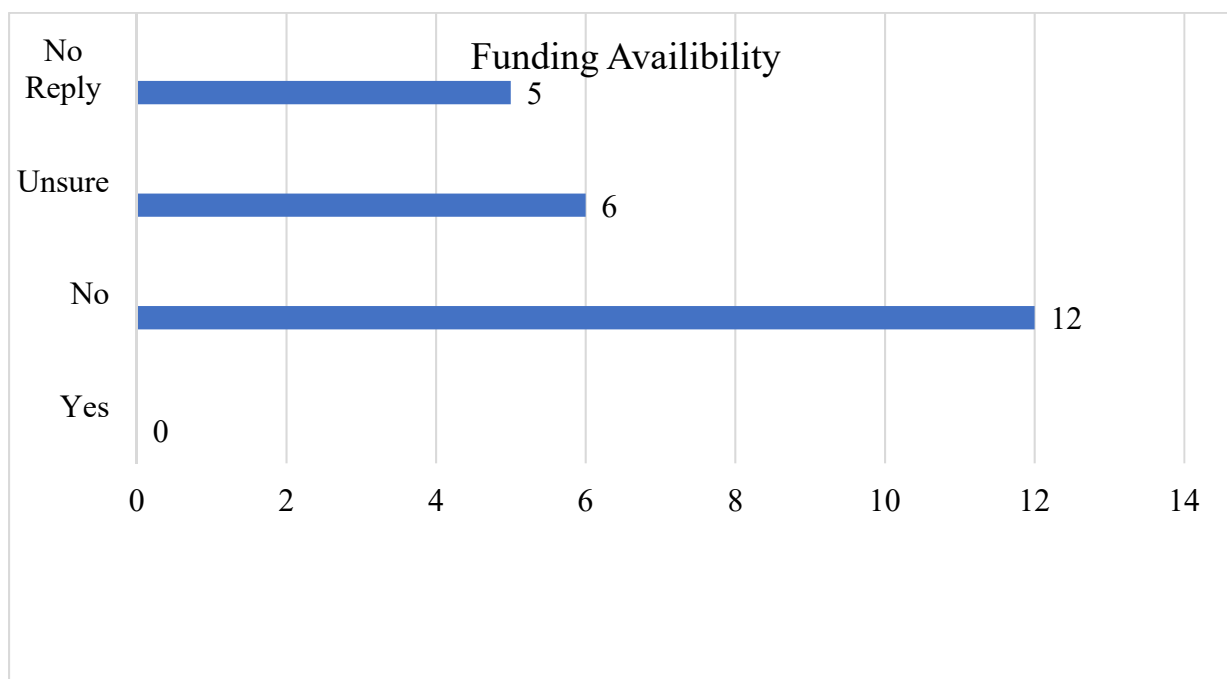


Figure 4. Library Program Funding for ASD Patrons



DISCUSSION & CONCLUSION

This research provides insight into the need for libraries within a coastal region of the state of Mississippi to provide various programs and services for those patrons who are diagnosed with ASD. While it is a start, when compared to the programs that are being created in the Illinois public library system and the Florida public and school library systems, the results presented in this research, indicate how a community 'needs assessment' could further develop many necessary support programs within the libraries in this study. The need for ASD awareness and support services as well as plans to implement these programs could begin with a community meeting or invite an autism support group to hold a meeting at the library. Small progressive steps could lead to a well-designed library program that could prove to be beneficial to all stakeholders.

Another issue that is of concern would be the funding of the programs and services that would be of great value, not only patrons with ASD but to parents or caregivers of these same individuals. The results show that 53.85 percent of the libraries in question stated that there was no funding available and 46.15 percent were unsure if there was any funding

available. There are various organizations that would be instrumental in providing or finding grants such as the Mississippi Autism Advisory Committee or the Institute of Museum and Library Services. However, more research that would cover broader areas would be needed.

The state of Florida provides the means to acquire educational training on how to better-handle settings that involve patrons with ASD for the librarians and staff of its public and school libraries. Illinois Public Libraries hold forums and provide surveys for anyone who is a stakeholder, such as patrons, staff, and community members. These surveys have indicated that patrons feel it is vital that they have access to ASD information and that generally, libraries "should provide resources and access to information that is pertinent to the ASD population" (Schriar, Foerster, & Pelich, 2016. p. 9).

While this research offers insight into the public libraries of coastal Mississippi, there are still more questions that can help provide more insight into the need for programs, books, and community support. The survey that was offered presented generalized questions so, therefore, could be subdivided further to provide more detailed results. It could also serve

as a basis to expand to both the school and private libraries in the same geographical location. Overall, the results of this study could assist in promoting services to all members of the community in which a library serves, as directed by the American Library Bill of Rights.

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Appendix A

Public Libraries in Hancock, Harrison, and Jackson Countries

Hancock Country Libraries

- Bay St. Louis-Hancock County Library and Administrative Headquarters
228-467-5282
312 Highway 90, Bay St. Louis, MS 39520
- East Hancock County Library
228-255-4800
4545 Shepherd Square, Diamondhead, MS 39525
- Kiln Public Library
228-255-1724
17065 Highway 603, Kiln, MS 39556
- Pearlinton Public Library
228.533.0755
6096 First Avenue, Pearlinton, MS 39572
- Waveland Public Library
228-467-9240
345 Coleman Avenue, Waveland, MS 39576

Harrison County Library System

- Harrison County Libraries Administration
228-539-0110
12135 Old Hwy 49, Gulfport, MS 39503
- Biloxi Public Library
228-436-3095
580 Howard Avenue, Biloxi, MS 39530 - Local History & Genealogy (228-435-4613)
- Gulfport Public Library
228-871-7171
1708 25th Avenue, Gulfport, MS 39501
- Jerry Lawrence Memorial Library
228-392-2279
10391 Auto Mall Parkway, D'Iberville, MS 39540
- Margaret S Sherry Memorial
228-388-1633
2141 Popps Ferry Rd, Biloxi, MS 39532
- Orange Grove Public Library
228-832-6924
12135 Old Hwy 49, Gulfport, MS 39503

- Pass Christian Public Library
228-452-4596
111 Hiern Avenue, Pass Christian, MS 39571
- Saucier Children's' Library
228-539-4419
24014 Church Avenue, Saucier, MS 39574
- West Biloxi Public Library
228-388-5696
2047 Pass Road, Biloxi, MS 39531
- Woolmarket Public Library
228-354-9464
8455 Woolmarket Road, Biloxi, MS 39532
- City of Long Beach Library System
(228) 863-0711
209 Jeff Davis Ave, Long Beach, MS. 39560

Jackson-George Regional Library System

- East Central Public Library
228-588-6263
21801 Slider Road, Hurley, MS 39555
- Kathleen McIlwaine Public Library
228-497-4531
2100 Library Lane, Gautier, MS. 39553
- Lucedale/George County Public Library
601-947-2123
507 Oak Street, Lucedale, MS 39452
- Ina Thompson Moss Point Library
228-475-7462
4119 Bellview St., Moss Point, MS 39563
- Ocean Springs Municipal Library
228-875-1193
525 Dewey Avenue, Ocean Springs, MS 39564
- Pascagoula Public Library
228-769-3060
3214 Pascagoula Street, Pascagoula, MS 39567
- St. Martin Public Library
228-392-3250
15004 LeMoyne Blvd., Biloxi, MS 39532
- Van Cleave Public Library
228-826-5857
12604 Highway 57, Vancleave, MS 39565

Appendix B

Public Libraries of Coastal Mississippi: A Study of the Availability of Library Services and Community Support for Patrons with Autism Spectrum Disorder

Library District *

- ☐ Hancock County Library System
- ☐ Harrison County Library System
- ☐ Jackson County Library System
- ☐ City of Long Beach Library System

Title of Individual completing this form?

*Please note that ASD will be used in place of Autism Spectrum Disorder

1. Does this library have services or programs specifically for those individuals with Autism Spectrum Disorder?

- ☐ Yes
- ☐ No

2. Does this library display books or other resources that assist parents of children or other patrons who might have questions or concerns about ASD?

- ☐ Yes
- ☐ No

3. Has this library offered parent workshops or guest speakers to discuss topics related to reading, social & sensory skills, or finding resources within the library that relate to the topic of ASD?

- ☐ Yes
- ☐ No

4. Does this library have times allocated for story time or other activities for children?

- ☐ Yes
- ☐ No

5. Does this library plan to or has it already developed an action plan that will help with the following:

- ☐ Increase ASD awareness.
- ☐ Education and support service for ASD.
- ☐ Notify Autism support groups that they may use the library for meetings.

6. In this library, are staff members trained to assist a patron who has been diagnosed with ASD?

- ☐ Currently working on implementing
- ☐ Already in place.
- ☐ No plans to implement training.

Contact Information:

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Appendix C



INSTITUTIONAL REVIEW BOARD

118 College Drive #5147 | Hattiesburg, MS 39406-0001

Phone: 601.266.5997 | Fax: 601.266.4377 | www.usm.edu/research/institutional.review.board

NOTICE OF COMMITTEE ACTION

The project has been reviewed by The University of Southern Mississippi Institutional Review Board in accordance with Federal Drug Administration regulations (21 CFR 26, 111), Department of Health and Human Services (45 CFR Part 46), and university guidelines to ensure adherence to the following criteria:

- The risks to subjects are minimized.
- The risks to subjects are reasonable in relation to the anticipated benefits.
- The selection of subjects is equitable.
- Informed consent is adequate and appropriately documented.
- Where appropriate, the research plan makes adequate provisions for monitoring the data collected to ensure the safety of the subjects.
- Where appropriate, there are adequate provisions to protect the privacy of subjects and to maintain the confidentiality of all data.
- Appropriate additional safeguards have been included to protect vulnerable subjects.
- Any unanticipated, serious, or continuing problems encountered regarding risks to subjects must be reported immediately, but not later than 10 days following the event. This should be reported to the IRB Office via the "Adverse Effect Report Form".
- If approved, the maximum period of approval is limited to twelve months.
Projects that exceed this period must submit an application for renewal or continuation.

PROTOCOL NUMBER: 18020103

PROJECT TITLE: Public Libraries of Coastal Mississippi: A Mixed Methods Study of the Availability of Library Services and Community Support for Patrons with Autism Spectrum Disorder

PROJECT TYPE: New Project

RESEARCHER(S): Tammy White

COLLEGE/DIVISION: College of Education and Psychology

DEPARTMENT: Master of Library and Information Science

FUNDING AGENCY/SPONSOR: N/A

IRB COMMITTEE ACTION: Exempt Review Approval

PERIOD OF APPROVAL: 02/23/2018 to 02/22/2019

Lawrence A. Hosman, Ph.D.
Institutional Review Board